DOCUMENT RESUME

ED 201 257 HE 013 734

AUTHOR Lehner, Christopher J., Jr.
TITLE A Losing Battle: The Decline in Black Participation in Graduate and Professional Education.
INSTITUTION National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW), Washington, D.C.
PUB DATE Oct 80
NOTE 107p.
AVAILABLE FROM National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1100 7th St., N.W., Suite 702-6, Washington, DC 20036 (enclose self-addressed label).

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Access to Education; *Advisory Committees; Agriculture; Allied Health Occupations; Architecture; Black Colleges; *Black Students; Business Administration; Computer Science; Doctoral Degrees; *Educational Status Comparison; Fine Arts; Government Role; *Graduate Study; Higher Education; Intellectual Disciplines; Masters Degrees; *Professional Education; Public Affairs Education; Theological Education
IDENTIFIERS *National Advisory Committee on Black Higher Educ

ABSTRACT

A statistical profile of the deteriorating status of black students in advanced education is presented. It is shown that what progress had been made for this population in graduate and professional education had run its course by 1975. In recent years the proportions, and in some cases the numbers, of black graduate students have fallen considerably, continuing into the academic year 1979-80. In master's degrees the drop in awards has been more severe than for the rest of the population. High-growth fields were agriculture, business and management, computer science, health professions, and public affairs. In doctorates there was slight progress for blacks nationally. High growth fields were architecture, fine arts, health professions, public affairs, theology, and interdisciplinary studies. Data on first-professional degrees, not available by field, show a net increase in awards for blacks of only half the national figure. The data are analyzed in detail and arrayed in tables in the final report. Appended are lists of black colleges, President Carter's executive order on black colleges, and the membership list, charter, and staff list of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201257

A Losing Battle: The Decline in Black Participation in Graduate and Professional Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE013734

October 1980

National Advisory Committee on
Black Higher Education and
Black Colleges and Universities

DEC 2

The National Advisory Committee on Black Higher Education and Black Colleges and Universities issued the following reports:

(1) First Annual Report: Higher Education Equity: The Crisis of Appearance Versus Reality. (for Calendar Year 1977)

(2) Access of Black Americans to Higher Education: How Open is the Door? (January 1979)

(3) Second Annual Report (for Calendar Year 1978)

(4) Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education. (September 1979)

(5) The Black Educational Policy Researcher: An Untapped National Resource. (December 1979)

(6) The Third Annual Report for Calendar Year 1979: Overview of Committee Research (June 1980)

(7) Still a Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978. (June 1980)

(8) Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans. Volume I (September 1980)

Copies of all of these reports, except for the First Annual Report and the Access report, may be obtained free of charge by writing to the address given below.

The first two listed reports are out of print, but file copies are available in the Committee Staff's office.

Also, requests for the 1981 edition of the "Selected List of Postsecondary Education Opportunities for Minorities and Women," are being accepted and will be sent free of charge for as long as the supply lasts.

Requests for these publications should enclose a self addressed label and sent to:

Ms. Carol J. Smith
Program Delegate
National Advisory Committee on Black Higher Education
and Black Colleges and Universities
1100 17th Street, N.W.
Suite 702-6
Washington, D.C. 20036

A LOSING BATTLE: THE DECLINE IN BLACK PARTICIPATION IN GRADUATE AND PROFESSIONAL EDUCATION

A REPORT PREPARED BY J. CHRISTOPHER LEHNER, JR.
FOR THE NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES

OCTOBER 1980

U.S. DEPARTMENT OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
Washington, D.C. 20202

FEB 10 1981

Honorable T. H. Bell
Secretary
U.S. Education Department
Washington, D.C. 20202

Dear Mr. Secretary:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, A Losing Battle: The Decline in Black Participation in Graduate and Professional Education.

This report results from the Committee's concern about the decline in the numbers of Black Americans in graduate and professional schools. It has long been the Committee's position that educational advancement is the avenue to social and economic equity. Since the Committee has advocated the kind of access to higher education which leads to the production of a corps of Black professionals and leaders, the recent reverses for Blacks at postbaccalaureate levels is especially disturbing. Data on enrollment, degrees conferred, and financial support indicate that Black students still do not have equal access to programs in law, medicine, and doctorate-level arts and sciences studies. This report provides a statistical profile of the deteriorating involvement of Black students at graduate and professional levels, sets forth the reasons for the numerical and proportional declines, and recommends strategies to remedy this problem and to increase Federal and institutional commitments to equity in advanced education.

We are grateful for the opportunity to stimulate national attention to the issues that impede the improvement of higher educational opportunities for Black Americans. It is our expectation that this report and the concluding recommendations will assist the Federal government in initiating and continuing efforts for achieving this end.

Sincerely,

Elias Blake Jr.

Elias Blake, Jr.
Chairperson

Foreword

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary of Health, Education, and Welfare in 1976 to advise and make recommendations to the Secretary, the Assistant Secretary of Education, and the Commissioner of Education on all aspects of the higher education of Black Americans. Its charter was extended to June 30, 1982, by the Secretary of Education to enable the Committee to continue these important functions within the U.S. Education Department. In responding to its mandate, the Committee has developed a Plan of Action which calls for the production of various reports highlighting the status of Blacks in higher education and offering recommendations based on the findings of those reports.

A Losing Battle: The Decline in Black Participation in Graduate and Professional Education is the latest in a series of Committee reports designed to impact education policy and to attract national attention to the problems of participation by Blacks in higher education. The report addresses Goal I, Section B and Goal II, Section B of the Committee's Plan of Action. Goal I pertains to "Access" and in particular to increasing participation and Section B calls for "developing recommendations relative to creative alternative ways of increasing the numbers of Blacks entering and completing graduate and professional degree programs" (Charter area #10). Goal II pertains to "Opportunities for Success" in relation to quality improvements and Section B requires the "review and identification of means to increase access, retention, and graduation of Blacks from institutions of higher education at the graduate, undergraduate, and professional school levels" (Charter area #9).

In addition to three Annual Reports, four research reports in the series have been issued:

1. Access of Black Americans to Higher Education: How Open is the Door?

2. Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

3. The Black Educational Policy Researcher: An Untapped National Resource, and

4. Still a Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978.

These reports, respectively, explored the barriers to increased participation of Black Americans in postsecondary education and recommended some of the ways that access could be facilitated; made the case for encouraging institutional diversity and pluralistic educational structures as a necessary vehicle for meeting the future needs of Black students and stressed the commitment that Black institutions of higher education have shown historically and continue to demonstrate to minority and low-income students; addressed the complementary issue of the solid research and scholarship base that will be required to undergird decision-making at the State, local, and Federal levels if substantial improvement of Black educational opportunity is to occur; and provided an overview of

the Nation's historically Black colleges which, even today, play a major role in the production of a credentialed Black population. The concerns identified by the Committee are straightforward: too few Blacks are represented in the broad array of institutions and programs of higher education; Black colleges have a place in the diverse system which is American higher education; there is a paucity of useful research and scholarship on the subject and even less such study by Blacks; and, the 100 historically Black colleges and universities continue to contribute to Black educational attainment more significantly than their number would indicate but still experience difficulty in obtaining equitable philanthropic support and public tax dollars for current operation to overcome years of historic neglect.

This report presents statistical evidence of the decline in Black participation in graduate and professional education. After several years of improvement through the mid-1970's, data on enrollment, earned degrees, and financial support reveal that in the last few years both the proportion and actual numbers of Blacks entering and completing post-baccalaureate programs have decreased. The report suggests that the principal reason for this regression is financial, as evidenced by the scant inclusion of Blacks among Federal and institutional awards of financial support. Finally, the report identifies other barriers to the admission and eligibility of Blacks to the pool of qualified entrants and offers recommendations to reverse this decline.

It is the Committee's hope that by attracting national attention to the crisis in Black graduate and professional participation, public, State, Federal, and institutional policy-makers will recognize the solution of this problem as one of national priority. Through an increase in the number of Black Americans who have the opportunity to pursue graduate and professional studies, not only will the Nation realize the goal of equity in advanced education but also the societal imperative of enhancing the educational, scientific, and research expertise of its citizenry.

The Committee extends special appreciation to J. Christopher Lehner who analyzed the data and developed this report and synthesized the input of the Committee members as well as that of individuals external to the Committee to present the accompanying recommendations. It is also appropriate to acknowledge others whose diligence has led to the production of this report: to David Ruffin, whose contracted research provided the foundation for this report; to Dr. Alfred Cooke and Ms. Linda Lambert, senior Committee researchers, who provided technical, editorial, and moral support throughout its development; and to Carol Joy Smith, Program Delegate to the Committee, who supervised the successful completion and editorial preparation of this report for publication. Special thanks are due to Mae H. Carter, who typed the manuscript, and to Clifton Lambert for the design of the Committee's logo.

Elias Blake, Jr.
Chairperson

TABLE OF CONTENTS

	Page
Foreword	v
Table of Contents	vii
Executive Summary	1
Introduction	4
Black Graduate and Professional Students	6
Masters Degrees	6
Doctorate Recipients	7
Professional Enrollment	8
Professional Degrees	9
Disparity in Financial Aid	10
Barriers to Access	12
Recommendations	14
List of Tables	21
Notes	48
Appendix	51
List of HBC's	
List of NPBC's	
President's Executive Order on Black Colleges	
National Advisory Committee on Black Higher Education and Black Colleges and Universities Membership	
Committee Charter	
Committee Staff	

EXECUTIVE SUMMARY

The issue of Black participation in higher education is especially critical at the graduate and professional levels. Recent headway in undergraduate ranks has not been accompanied by similar advancement in graduate study. Increased Black participation in graduate and professional schools peaked in the early and mid-1970's. In most indices of progress, statistics on Black participation show a serious decline in the last five years. Consequently, it is necessary to treat Black representation in post-baccalaureate education with emphasis on access. Moreover, it is essential to view the data with a keen eye because, in certain areas, the small number of Blacks makes comparative analysis, in the form of percentages or distributions, almost meaningless. For this reason, one must examine the actual numbers as well as the percentages in order to get a realistic picture of the deteriorating situation confronting Black students in graduate and professional schools.

Black participation in graduate and professional education remains surprisingly low and in recent years the situation has actually worsened:

- In 1978, Blacks comprised 5.7 percent of all graduate students in the United States, down from 6.0 percent in 1976.

- In 1978, the proportion of Blacks among full-time graduate students was 4.9 percent, while in 1976 it was 5.1 percent.

- Blacks made up 6.1 percent of first-year graduate students in 1978, compared to 6.4 percent in 1976.

- Between 1974 and 1977, the percentage of Black Ph.D.'s increased only from 2.6 percent to 3.5 percent of all Ph.D's; since 1977, the number and percentage of Black Ph.D.'s has declined from a high of 1,109 (3.5 percent) to 1,029 (3.3 percent) in 1978 and 1,050 (3.4 percent) in 1979.

- In the high growth areas of the physical sciences and engineering, Blacks earned only 1.2 percent and 0.8 percent, respectively, of the doctorates granted in those fields in 1979; whites earned 68.1 percent and 46.3 percent of physical sciences and engineering doctorates and non-resident aliens, 15.5 percent and 32.7 percent.

- In the physical sciences and engineering, non-resident aliens earned 13 times and 41 times as many doctorates, respectively, as native born Black Americans; comparisons to non-citizens suggest that possibilities for Black Americans can be improved because graduate and professional schools have been responsive to populations with significant cultural and language differences.

- In 1979-80, the proportion of Blacks among all medical students fell to its lowest level, 5.7 percent, since 1972-73; similarly, between 1976-77 and 1979-80, the actual number of Blacks in law school dropped by 4.5 percent while total law school enrollment rose by 9.3 percent.

Despite the fact that historically Black colleges (HBC's) represent only 3 percent (34 in Fall 1978) of the Nation's graduate schools, they continue to play a major role in providing Black students with the opportunity to pursue graduate and professional education:

- In 1978, the HBC's accounted for 17.8 percent of all Black graduate students and 22.2 percent of all Black first-professional students.

- In 1976-77, the number of Blacks earning master's degrees was 21,028, 6.6 percent of the total, of which the HBC share was 21.6 percent.

- In 1976-77, HBC's conferred 23.5 percent of all Black master's degrees in agriculture and natural resources, 39.8 percent in biological sciences, 26.4 percent in education, and 28.0 percent in physical sciences.

- In the States where HBC's are located, these institutions accounted for 36.1 percent of total 1978 Black graduate enrollment; in the same States, the HBC's produced 43.9 percent of all 1976-77 Black master's degree recipients.

- In the six Southern States and the District of Columbia with HBC's with first-professional programs, these schools accounted for 61.3 percent of 1978 Black first -professional enrollment and 63.2 percent of 1976-77 Black first-professional degree recipients.

- In 1976-77, two HBC's out of 58 dental schools conferred 40.2 percent of all professional degrees to Blacks in dentistry; two out of 110 conferred 21.8 percent of those in medicine; one out of 19 conferred 82.1 percent of those in veterinary medicine; four out of 171 conferred 15.8 percent of those in law; and three out of 173 conferred 39.5 percent of those in theology.

- In predominantly white (non-HBC) institutions, Blacks received only 5.3 percent of all master's degrees in 1976-77 and 3.1 percent of all first-professional degrees.

The major reason for the lack of progress in Black participation in advanced study appears to be the financial obstacles in the paths of Black students, evidenced by patterns of inequity in the awarding of Federal and institutional financial support:

- The numbers of Blacks receiving awards are so low that comparative percentages would be deceptive. Among 1978 doctorate recipients, Blacks received 2 of 422 National Science Foundation (NSF) traineeship awards, 16 of 725 NSF fellowship awards, 243 of 13,193 institutional teaching assistantships, and 156 of 10,206 institutional research assistantships.

- The distribution of Federal and institutional financial support perpetuates the skewed proportion of Black doctorate recipients by field. Of the 21 National Defense Education Act fellowships awarded to Blacks who received doctorates in 1978, 10 were in education (less than 10 percent for whites in education); 37.9 percent of all Black teaching assistants were in education (13.4 percent of whites); and 48.5 percent of the Black doctorates who received National Institutes of Health traineeships were in social sciences (29.6 percent of whites).

- Among 1978 doctorate recipients, there were virtually no Federal or institutional awards to Blacks in engineering or physical and life sciences; in these fields there were 4 NSF awards to Blacks, compared to 629 to whites and 133 to international students and other minority individuals; likewise, among these fields, there were 37 Black research assistants, compared to 4,049 whites and 2,232 foreign students and other minorities.

- Blacks who received doctorates in 1978 were more dependent than whites or international students on their own earnings (59.0 compared to 56.0 and 33.5 percent, respectively), Federal loans (13.4 compared to 9.5 and 4.2 percent), and other commercial loans (13.3 compared to 10.1 and 7.6 percent).

INTRODUCTION

A substantial increase in the production of a cadre of Black professionals is essential to the achievement of equity for Black Americans in higher education and the society at large. Social participation is determined in large measure by educational attainment. Therefore, the extent to which Blacks will impact the decision-making process is dependent on the degree to which they gain access to and successfully complete graduate and professional pursuits. In addition to attaining greater numerical parity in graduate and professional fields, there exists the necessity to develop role models for Black youth and to make available the skills and services of professionals sensitive to the unique position of Blacks in American society. Theoretically, white physicians, dentists, and lawyers can, and some do, have Black patients and clients. For the most part, however, Blacks must depend on Black professionals who serve the health care, legal, educational, and leadership needs of most Blacks and are familiar with the problems endemic to a group which has been systematically cut off from the larger society. Illustrating this unique service, a recent report commissioned by the Department of Health, Education, and Welfare noted that in 1975, 87 percent of the patients of Black physicians were Black. Furthermore, patients typically seen by Black physicians often required treatment practices different from those of non-Black physicians because "(they) suffer certain conditions and diseases with different frequencies, are more likely to be economically deprived, and may have cultural beliefs and practices which demand that different treatment practices be used."[1/]

Therefore, the findings of this Report are of extreme significance when it is realized that the production of Black professionals is an essential ingredient in the entire framework of achieving both social and educational equity. Such citizens encourage participation in the educational establishment, conduct research, serve on governing boards, and, generally, bring an added dimension wherever they are present. Equally important, such individuals provide a unique service to the Black community through their roles as informal counselors, advisors, and success models.

Unfortunately, Black access to graduate and professional education has not exhibited the same progress that has been achieved at the undergraduate level. According to Office for Civil Rights statistics, the proportion of Black full-time undergraduates exceeded 10 percent for the first time in 1976.[2/] By contrast, the Black proportion of all students enrolled full-time in graduate and professional schools reached a peak of 5.3 percent in 1974 and fell to 4.9 percent in 1976 and 4.7 percent in 1978.[3/] Similarly, the Black proportion of first-year graduate students, which stood at 6.4 percent in 1976, declined to 6.1 percent in 1978 (Table 1). Evidence of this recent regression is also provided by the National Research Council's reports on doctorate recipients. From a crest of 1,109, or 3.5 percent of the total in 1977, the number of doctorates awarded to Blacks slipped to 1,029, 3.3 percent, in 1978 and increased only slightly to 1,050, 3.4 percent in 1979.[4/] Similarly, Black enrollment in professional schools, principally medicine and law, exhibited persistent, if unspectacular, gains until the mid-1970's. Lately, however, the proportion and in some instances, the actual numbers of Black professional students in these fields have begun to decline.[5/]

The reasons for the apparent stagnation in the advancement of equity in post-baccalaureate education are varied and complex but, as a starting point, emanate from a single source--a deterioration of the social commitment to equality in higher education. There can be no mistake that, in the wake of retrenchment, neoconservatism, and the proliferation of competing special interests, current policy designs have become too diffuse to be of significant value in securing educational parity for Black Americans. By investigating the factors that have contributed to the decline in Black graduate and professional participation it will be possible to identify programs and strategies which will ensure Blacks equal access and retention.

Black Graduate and Professional Students

The lack of progress, and actual decline, in the numbers of Black students in graduate and professional education dictates that the emphasis of this analysis be on increased access. As Blacks gain increased entry at the undergraduate level, the focus of educational policy needs now to be placed equally on intervention strategies designed to improve success rates and completion. At the advanced degree level, the continuation of minimal representation of Blacks in almost all fields, and especially in science and engineering, necessitates further efforts to expand the opportunities for Blacks to pursue graduate study and professional careers.

The most recent data from the National Center for Education Statistics indicate that 1978 marked a continuation of the decline in Black participation in graduate education. In Fall 1978, total graduate enrollment declined 0.9 percent from that in 1976. For Blacks, however, the reduction was much more severe, 5.3 percent. Blacks comprised 5.7 percent of total graduate enrollment in Fall 1978, a drop in proportion of 0.3 percent from 1976 (Table 1). Among full-time graduate students, the Black proportion fell to 4.9 percent compared to 5.1 percent in 1976. The crisis in access is heightened when one realizes the contribution of the historically Black colleges (HBC's) to Black graduate education. Although the HBC's represented less than 3 percent of the Nation's graduate institutions in 1978, they accounted for 17.8 percent of all Black graduate students and 22.2 percent of all Black first-professional students.

Master's Degrees

The impact of the HBC's is further exhibited by an examination of master's degrees conferred to Black students. According to Office for Civil Rights degree data for 1976-77, Blacks received 21,028, or 6.6 percent, of the 316,737 master's degrees conferred nationwide (Table 2B). HBC's accounted for 21.6 percent of all master's degrees earned by Blacks and 43.9 percent in the States where those institutions were located. Put another way, the Black share of all master's degrees conferred by predominantly white (non-HBC) institutions was only 5.3 percent.

Black representation among master's degree recipients continued to be marked by severe disproportion by field of study (Tables 3A and 3B). In 1976-77, Blacks received only 1.4 percent of all master's degrees in agriculture and natural resources, 2.9 percent in biological sciences, 1.5 percent in engineering, and 1.8 percent in physical sciences, all of which are fields expected to offer expanded career opportunities in the 1980's. Furthermore, except for engineering, these proportions all represent marked decreases from those among 1975-76 master's recipients. In fact, in both academic years, Blacks received fewer master's than non-resident aliens and other minority citizens in each of these high growth areas. The majority of Black students, 60.4 percent in 1976-77, continue to concentrate on education at the master's level and, consistently, a lower percentage of Blacks earn master's degrees in science and technological fields than any other racial/ethnic group (Table 4).

This disproportion of Black master's recipients by field would have been even more severe had it not been for the HBC's. In 1976-77, only 29 HBC's conferred master's degrees, out of a total universe of 980 graduate institutions, but these schools accounted for a significant share of all Black recipients in a number of fields (Tables 5 and 6). HBC graduate schools produced 23.5 percent of all Blacks who received master's in agriculture and natural resources, 39.8 percent in biological sciences, 26.4 percent in education, 20.3 percent in mathematics, 28.0 percent in physical sciences, and 22.3 percent in psychology. Discounting the HBC's, the proportion of Blacks receiving degrees in these fields nationwide drops appreciably, thus indicating that the HBC's remain a major provider of quality advanced education to Black students.

Doctorate Recipients

According to the National Research Council's Summary Reports, Blacks have received only 2.6 to 3.5 percent of the Nation's Ph.D.'s since 1974. Moreover, Blacks have earned less than 2 percent of all doctorates awarded in engineering and the physical and life sciences. Black Ph.D.'s are concentrated largely in education and the social sciences and are sparsely distributed among the science disciplines. This imbalance has been in evidence since racial statistics were first compiled in 1973 (Tables 7, 8, and 9).

Both the cause and effect of recurring patterns of uneven distribution by field are manifested by the high incidence of change in academic field among Blacks moving from baccalaureate to graduate study (Table 10). Less than half of Black doctorate recipients in 1978 received their degrees in the same field as their baccalaureates. Only in the physical sciences was there a high degree of correlation between baccalaureate and doctorate area of study. The tendency of Blacks to switch to the social sciences or education in graduate study is illustrated by the relatively low percentage of Black education and social science doctorates who earned their baccalaureate degrees in those two fields. Obviously, many Black students elect to go the "traditional" route regardless of their expertise and accomplishments in undergraduate curricula. Curiously, a higher proportion of Black Ph.D's than whites had earned a master's degree before taking their doctorates in the physical and life sciences. This fact may have implications concerning financial support or access to highly specialized curricula in these two fields but nevertheless, reinforces the contention that the use of master's programs can be an effective tool in increasing the flow of Blacks into Ph.D. fields. It further suggests that Black graduate schools play a special role because of their concentrations of Black master's enrollment.

Not only are Blacks clustered in academic disciplines that will offer severely reduced career opportunities in the near future, but Black Ph.D.'s also indicated a much narrower range of employment plans than their white counterparts (Table 11).[6/] A significantly larger proportion of Black doctorates are willing to stake their economic futures on securing faculty and administrative staff positions at educational institutions despite the

fact that declining enrollments and extensions in the mandatory age of retirement will result in fewer academic openings.7/ Furthermore, while the percentage of Blacks planning postdoctoral study has remained fairly constant since 1974, that for whites has increased each year. This would seem to substantiate charges that Federal, State, and foundation funding, in the form of fellowships, research grants, and traineeships, heavily favor white Ph.D.'s and effectively preclude the realization of Black research potential. Black Ph.D.'s who do not explore non-traditional areas of employment (e.g., career options in business and industry) will handicap their prospects at a time of increasingly keen competition for traditional academic positions.

In addition to an uneven distribution by field, Black Ph.D. recipients were older when they began their graduate study and took a significantly longer period of time attaining their degrees than whites (Table 12). Despite a miniscule difference in "registered" time (total time registered in a university between baccalaureate and doctorate), there was significant variation in the "total time" (actual time) lapse between baccalaureate and doctorate for white and Black students. This difference is most conspicuous in the physical and life sciences. For whites, there was only a year's difference between registered and total time lapse, while that for Blacks stood between 3.3 and 4.0 years, respectively. Evidently, the typical white science doctorate is likely to embark upon graduate study soon after completing baccalaureate requirements while Black Ph.D.'s in science must delay their study for other, presumably financial, considerations. Additionally, the data indicate that education is unique among the various fields of graduate study, involving a significantly longer total time to earn a Ph.D. and consequently, graduating older doctorates than any other area. This suggests that, for Blacks as well as whites, the decision to pursue graduate study in education is dependent on an individual's career and the acknowledgement that an advanced degree is a prerequisite for upward mobility within their current field.

Professional Enrollment

The proportional representation of Blacks in professional training is only slightly higher than that for doctoral study. In Fall 1978, Blacks comprised 4.5 percent of total first-professional enrollment nationwide, about the same as in 1976 (Tables 13 and 14). More recent data reveal that in academic year 1979-80, Blacks made up 5.7 percent and 4.3 percent, respectively, of all students enrolled in medical and law schools.8/ Similar to the trend in doctorates awarded, however, these figures represent reduction, not enlargement, in Black representation. The percentage of Blacks in medical school has steadily declined since academic year 1974-75 when Blacks comprised 6.3 percent of total enrollment, and not since 1972-73 has the Black proportion been lower than the 5.7 percent of 1979-80. The percentage of Blacks among first-year medical students was also markedly lower in 1979-80, 6.5 percent, than in 1974-75 when the 1,106 Black first-year students made up 7.5 percent of total first-year enrollment. In fact, the number of Black first-year medical students was virtually the same in 1979-80 as it was in 1974-75, while total first-year medical enrollment increased by 14.7 percent over that time.9/

Admissions reports of the Association of American Medical Colleges' Office of Minority Affairs provide further evidence of the continuation of inequities in access to medical education. Only 39 percent of the 2,599 Black applicants to medical school in 1979 were accepted, compared to 47 percent of non-Black applicants, and the 981 Blacks who matriculated in 1979-80 made up just 6 percent of the total entering class. (The entering class differs from first-year enrollment because the latter includes those repeating the initial year.) The importance of the HBC's in the face of unceasing frustration for Blacks in majority institutions is illustrated by findings on the undergraduate college attended by medical school applicants. Four (4) Black colleges together (Howard and Fisk Universities, Morehouse, and Oakwood) produced 259, or 10 percent, of all Black applicants and each supplied more than the 32 which came from the largest non-HBC institutions, Wayne State University and the University of Michigan-Ann Arbor. 10/

Black law school participation reached its peak in 1976-77 with 4.9 percent of total enrollment and 5.3 percent of the first-year class. The 1979-80 statistics represent a serious decline in Black involvement, both in the proportion and actual numbers of Blacks enrolled in law school. In 1976-77, there were 5,503 Black students in ABA-approved law schools; in 1977-78, the number dropped to 5,305; and in 1979-80, it fell again to 5,257. During the same period, total law school enrollment rose from 112,401 to 122,860, an increase of 9.3 percent. Likewise, the number of Black first-year law students fell from 2,128 in 1976-77 to 2,002 in 1979-80, a span in which total first-year law enrollment grew by 1.8 percent. 11/

Professional Degrees

The increasingly pivotal role played by historically Black medical and law schools further deflates the notion of progress in Black participation in professional education. In 1978-79, three Black institutions, Howard University, Meharry Medical College, and Morehouse, accounted for 20.5 percent of the total, and 23 percent of the first-year Black enrollment in medical school. 12/ Although there has been a steady decline in Black representation on the whole, Black enrollment in historically Black medical colleges has continued to rise and the substantial contributions of these institutions has grown even more essential. In 1976-77, Howard and Meharry graduated 155, or 21.8 percent, of the 710 Blacks awarded degrees in medicine (Table 15). The same two schools were also responsible for 82, 40.2 percent, of the 204 Blacks who earned degrees in dentistry in 1976-77. In 1978-79, four Black law schools, Howard, Southern, North Carolina Central, and Texas Southern Universities, accounted for 16 percent of all Black law students. 13/ Without the presence of these schools, Blacks would have made up less than 4 percent of total law school enrollment. These same institutions conferred 213, 15.8 percent, of the 1,349 law degrees earned by Blacks across the Nation in 1976-77. Finally, Tuskegee Institute, the only HBC offering a professional degree in veterinary medicine, produced 82.1 percent of all such degrees awarded to Blacks in 1976-77.

Disparity in Financial Aid

It is highly probable that the principal reason for the decline in the numbers of Black students pursuing graduate and professional study is a financial one. As competition for public and private fellowships, traineeships, scholarships, and grants grows more fierce, Blacks find less success than others in securing diminishing financial aid dollars.[14] On the one hand, with respect to the various sources of financial assistance, the most conspicuous inequity is the racial imbalance of Federal and institutional support (Table 16). That Blacks receive almost no fellowship or grant awards from sources charged with promoting scientific research is a contributing factor to the skewed distribution of Black doctorates. The National Science Foundation (NSF), the Federal government's most active agent in advancing the state of scientific research, is hardly in evidence as a source of support among 1978 Black doctorate recipients. NSF fellowships and traineeships were cited as sources of support by 1,147 Ph.D. recipients in 1978; Blacks received 18, or 1.6 percent, of such awards while whites reported 956, 83.3 percent, and foreign students and other minority citizens reported 173, 15.1 percent.

At the institutional level, 23,399 Ph.D.'s cited teaching and research assistantships as a means by which they financed their graduate education. This number included only 399 Blacks, or 1.7 percent, compared to 17,232 whites, 73.6 percent, and 5,768 foreign students and other minority citizens, 24.7 percent. The impact of these figures is revealed by the fact that even if each of the 1,029 other minority degree recipients, such as Hispanics or Asian Americans, received institutional assistanships, it would mean that 4,739 foreign students, almost twelve times the number of Blacks, had received such support. If Blacks could be assured of even one-half of this type of financial commitment, the number of Black Ph.D.'s in all fields would no doubt increase dramatically.

Patterns of severe underrepresentation in certain fields are perpetuated by the manner in which some of these sources of financial aid are distributed (Table 17). Most of what little funding Black graduate students receive continues to be funneled into education and the social sciences and is barely existent in science and engineering where Blacks are least represented. Among all awards of Federal financial support (grants, fellowships, traineeships) cited by 1978 doctorate recipients in the NRC report, Blacks in engineering received but 3; in physical sciences only 21; and in life sciences 38.[15] By contrast, whites in engineering reported 360 such awards and international students and other minority individuals cited 91; in physical sciences, whites received 696 and international students and other minorities numbered 186; and in life sciences, whites cited 1,635 awards and foreign students and other minorities totaled 300.

Among institutional sources of support, the imbalance is equally in evidence (Table 18). Of the 179 Black doctorate recipients who reported receiving university fellowships, 63, or 35.2 percent, were in education and 51, 28.5 percent, were in social sciences but only 1, 0.6 percent, was in engineering and 13, 7.3 percent, each were in both physical and life sciences. The data in Table 18 indicate that in all cases, institutional support to Blacks is not as equally distributed among all fields as it is for whites or foreign students and other minority citizens.

The inequitable allotment of Federal and institutional funds is likewise revealed by a comparison of the ways Ph.D. recipients paid for their graduate study. (In this case the percentages do not represent a true distribution because recipients were likely to utilize multiple sources--Table 19). The reports of financial support disclose that Blacks were largely excluded from Federal and institutional funding, and thus were forced either to depend on personal earnings and savings or to fall back upon the last resort of educational support, Federal and commercial loans. On the Federal level, Blacks relied less on fellowship and grant support, especially in the physical sciences and engineering. By contrast, the National Direct Student Loan program (NDSL), consisting of funds that must be repaid by the student, was more heavily utilized by Blacks than by whites or foreign students and other minority citizens.

Inequities in institutional support are indicated by the fact that white students were twice as likely, and international students and other minorities nearly the same, to utilize teaching and research assistantships as were Blacks. These patterns are symbolic of the vulnerability and limitation in the institutional inclusion of Blacks in graduate education. Finally, the use of personal sources of support; e.g., personal income, individual entitlements acquired through military service, and loans, reflects the financial burden imposed on Black students. Despite lower income levels and a less stable economic standing, Blacks relied more heavily than whites or foreign students and other minorities on their own earnings, on the G.I. Bill, and on Federal and commercial loans.

There has been one bright stroke in the otherwise gloomy portrait of Black sharing in Federal sources of financial support, but now even that foothold has been challenged. The Graduate and Professional Opportunities Program (GPOP), a 1976 amendment to Title IX of the Higher Education Act of 1965 (as amended), was designed to serve those groups, particularly minorities and women, who had traditionally been underrepresented in post-baccalaureate education. Beginning in academic year 1978-79, GPOP carried out its mandate effectively, through the awarding of 157 fellowships, 44.4 percent of the total, to Blacks and 104, 29.4 percent, to other minority citizens (Table 20). In 1979-80, the number of new GPOP awards rose to 566, 55.7 percent of which went to Blacks and 21.2 percent to other minority individuals. Despite a limited funding level, $8 million for Fiscal 1979, compared to other Federal programs for higher education, GPOP nevertheless had the capability of significantly increasing the number of Blacks and other minorities in graduate education. However, in the Education Amendments of 1980 (P.L. 96-374), GPOP has been incorporated within a much larger fellowship program, thus losing its distinct authority. The decision to include public service, mining, and energy development and conservation, all of which had previously been authorized separately, will complicate GPOP's original purpose. When Congress passed this legislation in September 1980, it signaled its desire to alter the GPOP mission, thus undercutting a major source of support for those individuals who historically have been shortchanged by Federal policy in higher education.

Barriers to Access

As enrollment and degree figures indicate, Black access to graduate and professional study remains a most persistent inequity in the American educational system. The roots of this problem extend to all levels of the educational hierarchy. Blacks have been plagued by a relatively high drop-out rate in elementary and secondary schools. According to the U.S. Bureau of the Census, in 1979, 27 percent of all Blacks between 20 and 24 years of age were neither enrolled in school nor high school graduates, while only 17 percent were enrolled in college.[16] Thus, more Black college age youth were drop-outs than college enrollees and about a quarter of the total pool eligible for undergraduate and graduate study had been eliminated.

That pool is further reduced by negative counseling and tracking of Black high school students. Many academic counselors stereotype the sum of Black students as inferior or disadvantaged and, consequently, steer them into vocational or non-academic programs, curtailing their chances of attending college. The perniciousness of this tactic is illustrated by a study cited in the Advisory Committee's Access of Black Americans to Higher Education: How Open is the Door? report. In 1972, 33 percent of a sample of Black seniors believed themselves to be participants in academic or college preparatory programs but school administrators reported that only 27 percent were in such programs. In that study there was no difference cited for white students. Furthermore, according to the National Board on Graduate Education, many minority students at the secondary as well as at the undergraduate level are "tracked" away from "hard" disciplines, such as mathematics, and physics, into "soft" fields, such as education and the social sciences.[17] The end result is that the pool of minority students with adequate academic preparation to pursue advanced degrees in areas of science and technology is limited because students have not had the opportunity to gain the basic mathematics and science requisites at the secondary and undergraduate levels.

A more straightforward reason for the low participation rate among Blacks in graduate education is the high attrition rate at the undergraduate level. Nearly all Federal strategy designed to promote educational opportunity has focused strictly on access. As a result, very little has been done to ensure that Black students have the same chance to complete their baccalaureate study as their better prepared and more economically secure white classmates. Likewise, the institutional setting has not taken into account the alienation which confronts Black students as they compete in the educational arena. That historically Black colleges enrolled less than 20 percent of all Black students in 1978 but graduated almost 40 percent of all Black baccalaureates confirms that without the HBC's a host of educated Blacks would be lost. Further, it reveals that many Black Americans are still isolated within a hostile, unsympathetic environment in white institutions.[18] Evidently, both Federal and institutional decision-makers are content with policies that promote increased enrollments but do not compensate for the factors which prevent successful rates of completion for Black students. This neglect has been documented in various studies, a series of which has been conducted by the Institute for the Study of Educational Policy (ISEP). In its first report, ISEP

found that the degree-earned rate for Blacks was 75.5 percent of that for whites in two-year colleges and 89.5 percent in four-year colleges.[19] Furthermore, Blacks are more likely to drop out of school completely, curtail their education temporarily for economic or social reasons, and be poorly distributed among fields of study at the baccalaureate level.

Admissions tests are most directly responsible for the exclusion of Blacks from graduate and professional education. The recent legislative skirmishes over accountability and accessibility in the testing industry have highlighted anew the debate over the validity of test scores as predictors of Black academic performance. Admissions examinations have been roundly criticized as being culturally biased in favor of white middle class experiences, and test results exhibit a remarkably strong correlation with parental income. Paul Elliot, Assistant Vice-President for Academic Affairs at Florida State University, labels cognitive examinations as exclusionary devices because "they purport to measure intelligence...but they do so in a cultural and sociological context from which they derive their exclusionary character".[20] Regardless of the debate, as long as test scores remain one of the most important criteria for selection and as long as Blacks receive lower scores than the majority population, admissions tests will continue to disqualify larger numbers of prospective Black graduate and professional students.

Another aspect of the admissions process also tends to work against Blacks. Graduate and professional school selection committees continue to prefer low-risk students with impeccable academic credentials and fail to take into account the educational and socioeconomic backgrounds of the majority of Black applicants. According to Rudolph Cain, admission standards are often rigid and irrelevant and the decision-makers are insensitive to the Black experience. As a result, graduate schools "act favorably on the application of 'Super Blacks' who would make it without their help but they expend little effort recruiting prospective Blacks who require curriculum modifications and supportive services to increase their chances for academic success."[21] In his report on preferential admissions policies, researcher James Blackwell pinpoints another barrier in the selection process. Discussing medical schools, Blackwell theorizes that admissions committees tend to select students based on their own image of practitioners. Hence, it is not unimportant that medical school faculties, principal components of admissions committees, included only 3 percent minority group representation.[22]

Finally, the rapidly escalating cost of graduate education constitutes a major obstacle for Black students. Economic factors have been referenced above in the discussions on doctorate time lapse, financial aid policies, test scores, and admissions "image". Since many Black students are forced into heavy debt financing their undergraduate education, further loans for graduate study are simply not feasible. The proportion of total Federal education expenditures designated for graduate and professional education declined markedly in the 1970's and the competition for private foundation fellowships and grants has grown acutely intense. Without some redress of the current situation, the specter of ever diminishing Black participation in graduate education accessible only to the economic elite looms as more than exaggerated paranoia.

Recommendations

The Committee has developed the following recommendations after a thorough literature search and after indepth Committee staff analysis. Some of the sources considered include the research commissioned by the Committee, the National Board on Graduate Education (Minority Group Participation in Graduate Education), the Report of the Conference of Deans of Black Graduate Schools, publications of the Institute for the Study of Educational Policy, presentations by various practitioners at conferences of the National Association for Equal Opportunity in Higher Education, Carnegie Commission reports, and other selected articles and presentations. A number of the same recommendations have been set forth by several groups of individuals and therefore carry with them a broad base of support for their implementation.[23]

I. Current Status

Black participation in graduate and professional education has regressed to the situation as it existed in 1970. After a few years of improvement through 1975, Black enrollment has fallen off significantly in the last several years. Fewer Blacks are successful in entering the pool of eligible students for graduate and professional study and those who do advance into post-baccalaureate endeavors are scarcely represented in science, engineering, and technological fields. Accordingly, the Committee recommends:

A. That equity in advanced education rank as an important national goal to be linked with Federal, State and institutional responsibility to ensure all Americans adequate health, legal, technological, and professional services.

B. That equality in elementary, secondary, and undergraduate education be assured so that Black students have the same opportunity as whites to be academically qualified and prepared for graduate study.

C. That all professional and institutional associations composed of graduate and professional school personnel and institutions with large graduate programs place the declining status of Black participation on their agenda. Groups such as the Association of American Universities, the National Association of State Universities and Land Grant Colleges, the Council of Graduate Schools, the American Association for the Advancement of Science, and the key graduate and professional discipline associations were effective in the early seventies in influencing the trends in a positive direction. In the face of the recent drift which saw 199 of the 370 institutions granting Ph.D.'s in 1977 graduate no Black doctorates, these groups must come to the fore once again.

D. That the Federal Government and the U.S. Education Department take an active role in reversing the decline in graduate education by making it a priority item at every stage of the decision-making process so that Black access is the accepted norm rather than the focus of special programs.

E. That a variety of methods be utilized to increase the involvement of Black students in science and research at Ph.D.-granting institutions:

   a. Through the promotion of special programs to identify talented Black secondary and undergraduate students in underrepresented fields; e.g., the Mathematics, Engineering, Science Achievement Program (MESA) in California, the Minority Biomedical Support Program (MBS) funded by the National Institutes of Health, and the American Federation for Negro Affairs (AFNA) Plan, begun in Philadelphia.

   b. Through a major information and education program utilizing mass media and film projects aimed at Black youth funded through the U.S. Education Department's Emergency School Aid Act in the Office of Educational Research and Improvement (OERI) or through cooperation between the National Endowment for the Humanities, the Corporation for Public Broadcasting, and OERI;

   c. Through the inclusion of incentives/ stipulations in Federal grants to research institutions that require involvement of Black students. The Intergovernmental Advisory Council on Education should mandate a study of possible strategies to correlate the distribution of Federal research and development obligations with the effort to reverse the decline in the participation of Blacks in graduate education in science and engineering.

II. Financial Barriers

The rising cost of graduate education eliminates many Blacks entirely or forces them to delay their study until they can afford it. Economic hardship is exacerbated by inequitable allotment of Federal and institutional support which results in Blacks receiving very little of the financial aid dollar at the graduate level. There is no hope of raising the proportion of Black Americans in graduate and professional education until Federal funding agencies find some way to include more Blacks in their support programs. Therefore the Committee recommends:

A. That Federal agencies which fund graduate and professional education review their approaches to the evaluation and selection of candidates from the pool of eligible students so that Blacks have a more realistic opportunity to secure fellowship/grant financial support. This should be done in FY 1981 to have an immediate impact on awards for the 1981 and 1982 academic years and the results reported back to the Intergovernmental Advisory Council on Education.

B. That the Federal government insure that its funds be at least as effective in getting Black Americans into graduate and professional schools as international students. New funding policies should set limits on the use of Federal funds for non-citizens and make more of those funds available for Black Americans.

C. That the $4.1 billion in Federal research and development funds (FY 1979) be distributed to the Nation's research institutions in a manner which will positively impact Black educational advancement. "Bonus" funding should be made possible for research programs at institutions with outstanding records of Black participation and completion, much like NIH Biomedical Research Support grants to institutions which have been awarded a minimum of $200,000 in research grants during the preceding fiscal year.

D. That graduate and professional schools include more Blacks in the institutional sources of support, especially research and teaching assistantships, and that special effort be made to make talented Black undergraduates aware of the various sources of financial assistance.

E. That the proportion of private fellowships/grants awarded to Blacks be enlarged until such time that the percentage of Blacks in professional and graduate study approaches parity with whites.

III. Institutional Barriers

There is a general lack of Black recruitment efforts at the Nation's top research schools. In 1977, 93 of the 100 colleges and universities receiving the largest amounts of Federal obligations in FY 1978 granted 68.3 percent of all doctorate degrees conferred in the United States. Among these 93 institutions, to which the Federal government awarded $2.7

billion for research and development activities alone, 19 graduated no Black Ph.D.'s, 31 graduated less than five Blacks, while only 11 (including Howard University, an historically Black institution which received very little 4.9 percent, research and development funds among its awards), conferred more than twenty doctorates to Blacks. "Images" and "stereotypes" imbedded in the selection process continue to label Blacks as high-risk, undesirable applicants and the reliance on test scores as the critical criterion in admissions policy eliminates many talented Black undergraduates who fare well on other, non-cognitive determinants. The Committee recommends:

A. That graduate and professional schools assume the initiative for increasing Black participation since theirs is the responsibility for selection and that faculty and administrative staff at predominantly white institutions become active in recruiting Black students into underrepresented fields.

B. That racial and economic biases be eliminated from the admissions image and that institutions increase Black representation at the faculty and administrative levels to enhance their awareness of the situation facing Black students.

C. That the testing industry be made accountable and examinations be made available after their use. That efforts to eliminate racial and economic biases in test instruments be intensified and low-cost, test-taking seminars be sponsored by joint efforts of institutions and testing industry.

D. That testing be complemented with other criteria such as structured recommendations in the assessment of Black students in the selection process:

   a. Through the use of varied admissions criteria until such time as equity exists; and

   b. Through the extension of efforts such as the Simulated Minority Admission Exercise (SMAE) of the Association of American Medical Colleges and the Special Admissions and Curriculum Experimental Program (SPACE) at Temple University, to heighten graduate and professional school awareness of the value of non-cognitive data in the prediction of academic success.

IV. Psycho/Sociological Barriers

The lack of successful role models in underrepresented fields perpetuates the uneven distribution of Black graduates. Tracking and negative counseling at the secondary and undergraduate levels inhibits the growth of the pool of eligible Blacks and reinforces the image that Black students are unable to master science and technological curricula. The social stigma attached to special programs creates a "minority caste" wherein Black students are made to feel isolated from the academic mainstream and heightens the alienation felt by Blacks on white campuses. Because the movement of greater numbers of Blacks into professional occupations will facilitate the creation of successful role models, it is recommended:

A. That Black faculty, administrators, and professionals assume greater roles in making advanced education a viable option for talented students.

B. That the alumni of historically Black colleges use their stature as success models to inspire Black students into diverse academic areas.

C. That aggressive, career-oriented counseling be undertaken at secondary and undergraduate levels in which the cultivation of marketable career skills is balanced against societal supply and demand. To facilitate this process a comprehensive effort should be made to publicize the accomplishments and academic success of Black researchers and professionals to increase awareness of the level of Black expertise.

D. That the legitimacy of special programs whose function has not yet been served be enhanced by higher education institutions and that Black students and faculty not be regarded as special features but as integral components of the academic community.

V. The Role of the Historically Black Colleges

Black institutions have maintained their position as key suppliers of advanced education to Blacks and as producers of talented undergraduates for advanced study in all institutions. Black colleges serve an additional function in meeting the needs of a defined cultural community. Because Federal/foundation funds for research and development have largely been denied the Nation's Black colleges, these schools are confronted with unique problems in administration, program priorities, and academic character which have impacted on the production and distribution of Black graduates. Because of the indispensable services rendered by the Black colleges, it is recommended:

A. That Federal/State governments, foundations, and the Nation at large acknowledge that Black colleges are essential elements of the educational system, capable of providing key input in the achievement of national educational goals.

B. That a connection be established between the missions of historically Black graduate schools and the various policy alternatives for higher education. To this end, additional Federal encouragement and funds ("catchup" money) must be made available to improve facilities, enlarge research capabilities, and recruit and retain exceptional faculty, all of which will require an examination of new approaches to stimulate proposals from minority institutions.

C. That in the South, where virtually all of the historically Black colleges are located and a large Black population exists, a regional compact across State lines be developed to enhance the production of Black Ph.D.'s and professional school graduates.

This consortium could serve the South in the manner of the Committee on Institutional Cooperation (CIC) in the Midwest but would be based on a significant Black enrollment in undergraduate colleges and in master's degree programs.

D. That Federal, foundation, and institutional policy-makers recognize that student financial aid alone is insufficient to overcome the barriers limiting Black participation and to guarantee the enhancement of the historically Black colleges. The development of Black research capability is the key to the future of these institutions:

   a. Federal/foundation funds for research and development must be made available to Black colleges and universities;

   b. Black researchers at historically Black colleges should receive Federal research funds/grants for studies relating to the major issues affecting the Black community.

E. That graduate education remain a high priority in the planning and budgeting processes at Black institutions and that financial aid policies at Black colleges ensure that graduate students get a proportional share of Federal/State funds. That a more organic relationship be established within the community of Black colleges, especially within science departments, to attract more applicants and entrants of high quality.

VI. The Role of Federal/State Government

The failure to attain equity in graduate and professional education is a direct result of the decline in Civil Rights incentives. Systemic and institutional barriers persist because there is little direction from the Federal government on equal opportunity. Inadequate methods of data collection and the lack of effective monitoring devices make gauging the current state of access to graduate education a herculean task. Funds for graduate and professional levels have declined from 22.9 percent of Federal education expenditures in 1972 to 13.8 percent in 1977. Federal programs targeted for Blacks have been undermined by the conservative stir among the Nation's political leaders and the proliferation of competing special interest groups. Federal/State standardized funding plans fail to take into account the discrimination suffered historically by Black institutions. Because these factors further erode the number of Blacks eligible to pursue graduate study, the Committee recommends:

A. That the Federal government demonstrate its resolve to guarantee equity in graduate and professional education by:

   a. Maintaining affirmative action and promoting preferential admissions until such time that "reversal of discrimination" has been accomplished;

b. Encouraging professional associations and accrediting agencies to link affirmative action policies to graduate and professional school accreditation; and,

c. Implementing fully the President's Executive Order on Black Colleges (See Appendix C for the complete text) so that Black institutions are included in all agency-wide programs which fund higher education.

B. That special programs targeted for Blacks and other minorities, such as the Graduate and Professional Opportunities Program (GPOP) and Title III of the Higher Education Act, adhere to their original mission and not be diluted by other special interests or conflicting policy designs.

C. That an accurate and universal system of data gathering be utilized by the Federal government to improve the monitoring effort and to develop assistance programs. In this effort, it will be necessary to establish common definitions for racial/ethnic groupings and to require that such data be maintained systematically by all departments, agencies, associations, and institutions.

D. That national (U.S. Education Department) programs and State master plans specify concerns about equity in graduate education and provide for compensatory funding for Black colleges through research and development institutional grants, supportive services in administration and management, and cooperative programs for resources and facilities.

LIST OF TABLES

		Page
Table 1:	Total and Black Graduate and First Professional Enrollment by Enrollment Status: Fall 1978 and Fall 1976	23
Table 2A:	Number and Proportion of Master's Degrees Conferred to Blacks by Type of Institution, by State: 1975-76	24
Table 2B:	Number and Proportion of Master's Degrees Conferred to Blacks by Type of Institution, by State: 1976-77	26
Table 3A:	Distribution of Master's Degrees within Field of Study, by Racial/Ethnic Group and U.S. Citizenship Status: 1975-76	28
Table 3B:	Distribution of Master's Degrees within Field of Study, by Racial/Ethnic Group and U.S. Citizenship Status: 1976-77	29
Table 4:	Distribution of Master's Degrees by Field of Study, by Racial/Ethnic Group and U.S. Citizenship Status: 1976-77 and 1975-76	30
Table 5:	Number of Master's Degrees Awarded to Blacks, by Field of Study and Type of Institution: 1976-77 and 1975-76	31
Table 6:	Proportion of Master's Degrees Awarded to Blacks, by Field of Study and Type of Institution: 1976-77 and 1975-76	32
Table 7:	Number and Percentage of Doctorates Awarded, by Racial/Ethnic Group and U.S. Citizenship Status: 1974 to 1979	33
Table 8:	Number and Proportion of Doctorate Recipients, by Citizenship Status, Racial/Ethnic Group, by Field of Study: 1977 to 1979	34
Table 9:	Distribution by Field of Study of All and Selected Racial/Ethnic/Citizenship Group Doctorate Recipients: 1974 to 1979	35
Table 10:	Comparison of Doctorate Recipients by Previous Degree, by Race: 1978	36
Table 11:	Distribution of Postdoctoral Activity Plans, by Race: 1974 to 1979	37
Table 12:	Time Lapse in Years between Baccalaureate and Doctorate and Median Age of Ph.D. Recipients, by Field, by Race: 1978	38

LIST OF TABLES (cont.)

		Page
Table 13:	Total and Black First Professional Enrollment by Type of Institution, for Those States where HBC Programs were Offered: Fall 1978 and Fall 1976	39
Table 14:	Black Proportion of First Professional Enrollment by Type of Institution, for Those States where HBC Programs were Offered: Fall 1978 and Fall 1976	40
Table 15:	Number and Proportion of First Professional Degrees Conferred to Blacks, by Field of Study and Type of Institution: 1976-77 and 1975-76	41
Table 16:	Total and Percentage of Doctorate Recipients Reporting Awards of Selected Federal and Institutional Support, by Race: 1978	42
Table 17:	Distribution of Selected Federal Sources of Financial Support to Doctorate Recipients, by Field and by Race: 1978	43
Table 18:	Distribution of Institutional Sources of Financial Support to Doctorate Recipients, by Field and by Race: 1978	44
Table 19:	Percentage of Doctorate Recipients by Sources of Support, by Field, by Race: 1978	45
Table 20:	Graduate and Professional Opportunities Program Awards, by Race: 1978-79 and 1979-80	47

Table 1. TOTAL AND BLACK GRADUATE AND FIRST PROFESSIONAL ENROLLMENT BY ENROLLMENT STATUS: FALL 1978 AND FALL 1976

Enrollment Status and Year	TOTAL 1/ Number	TOTAL 1/ Percent Distribution	BLACK Number	BLACK Percent Distribution	Percent Black of Total	Percent of Black Enrollment in HBC's 2/	Percent of Black Enrollment in HBC's in HBC States
FALL 1978							
Graduate	1,076,980	100.0	61,923	100.0	5.7	17.8	36.1
Full-Time	426,492	39.6	20,989	33.9	4.9		
Part-Time	650,488	60.4	40,934	66.1	6.3		
First-Year Graduate	617,653	100.0	37,549	100.0	6.1	N/A	N/A
Full-Time	223,242	36.1	11,794	31.4	5.3		
Part-Time	394,411	63.9	25,755	68.6	6.5		
First-Professional	256,591	100.0	11,424	100.0	4.5	22.2	61.3
Full-Time	232,667	90.7	10,260	89.8	4.4		
Part-Time	23,924	9.3	1,164	10.2	4.9		
FALL 1976							
Graduate	1,086,334	100.0	65,371	100.0	6.0	19.4	39.7
Full-Time	431,180	39.7	22,084	33.8	5.1		
Part-Time	655,154	60.3	43,287	66.2	6.6		
First Year Graduate	649,865	100.0	41,498	100.0	6.4	19.4	38.2
Full-Time	235,610	36.3	12,941	31.2	5.5		
Part-Time	414,255	63.7	28,557	68.8	6.9		
First Professional	245,742	100.0	11,181	100.0	4.5	19.3	61.1
Full-Time	221,405	90.1	10,029	89.7	4.5		
Part-Time	24,337	9.9	1,152	10.3	4.7		

Source: DHEW/National Center for Education Statistics, Fall Enrollment in Higher Education, 1976, 1978, and Committee staff analysis of DHEW/OCR data, Fall 1976 and 1978

Note: Does not include unclassified students.

1. Total enrollment for all races differs from total enrollment for all students because NCES does not include those students whose race was not identified in total enrollment for all races.
2. HBC proportions based on OCR enrollment data for degree-seeking students only.

TABLE 2A. NUMBER AND PROPORTION OF MASTER'S DEGREES CONFERRED TO BLACKS BY TYPE OF INSTITUTION, BY STATE: 1975-76

State	All Institutions			Historically Black Colleges			Black Percent of non-HBC Total
	Total	Black	Black Percent of Total	Total	Black	HBC Percent of Total Black	
Total, U.S.	310,470	20,351	6.6	5,841	4,548	22.32	5.2
13 States + D.C.	94,122	10,075	10.7	5,841	4,548	45.1	6.3
Alabama	6,116	1,052	17.2	807	623	59.2	8.1
Alaska	211	3	1.4	-	-	-	-
Arizona	4,278	21	0.5	-	-	-	-
Arkansas	1,670	127	7.6	-	-	-	-
California	30,790	1,979	6.4	-	-	-	-
Colorado	5,186	80	1.5	-	-	-	-
Connecticut	6,403	181	2.8	-	-	-	-
Delaware	459	3	0.7	-	-	-	-
Dist. of Columbia	5,046	834	16.5	407	271	32.5	12.1
Florida	8,227	644	7.8	217	193	30.0	5.6
Georgia	8,168	1,230	15.1	540	491	39.9	9.7
Hawaii	0	0	-	-	-	-	-
Idaho	615	1	0.2	-	-	-	-
Illinois	17,719	1,554	8.8	-	-	-	-
Indiana	9,697	287	3.0	-	-	-	-
Iowa	2,411	58	2.4	-	-	-	-
Kansas	3,272	78	2.4	-	-	-	-
Kentucky	4,751	140	2.9	28	4	2.9	2.9
Louisiana	4,339	932	21.5	466	456	48.9	12.3
Maine	695	1	0.1	-	-	-	-
Maryland	5,404	678	12.5	631	371	54.7	6.4
Massachusetts	14,079	426	3.0	-	-	-	-
Michigan	16,005	1,217	7.6	-	-	-	-
Minnesota	2,941	22	0.7	-	-	-	-
Mississippi	3,299	735	22.3	402	367	49.9	12.7

TABLE 2A CONTINUED

State	All Institutions			Historically Black Colleges			Black Percent of non-HBC Total
	Total	Black	Black Percent of Total	Total	Black	HBC Percent of Total Black	
Missouri	7,534	288	3.8	-	-	-	-
Montana	680	2	0.3	-	-	-	-
Nebraska	1,552	57	3.7	-	-	-	-
Nevada	469	23	4.9	-	-	-	-
New Hampshire	797	1	0.1	-	-	-	-
New Jersey	8,108	475	5.9	-	-	-	-
New Mexico	1,594	18	1.1	-	-	-	-
New York	39,986	1,957	4.9	-	-	-	-
North Carolina	4,957	583	11.8	498	382	65.5	4.5
North Dakota	453	2	0.4	-	-	-	-
Ohio	12,281	889	7.2	-	-	-	-
Oklahoma	4,082	143	3.5	-	-	-	-
Oregon	3,068	18	0.6	-	-	-	-
Pennsylvania	14,327	507	3.5	21	12	2.4	3.5
Rhode Island	1,737	24	1.4	-	-	-	-
South Carolina	3,659	520	14.2	232	193	37.1	9.5
South Dakota	720	3	0.4	-	-	-	-
Tennessee	5,280	605	11.5	327	278	46.0	6.6
Texas	15,265	1,144	7.5	866	641	56.0	3.5
Utah	2,260	24	1.1	-	-	-	-
Vermont	1,246	36	2.9	-	-	-	-
Virginia	5,284	471	8.9	399	266	56.5	4.2
Washington	3,824	82	2.1	-	-	-	-
West Virginia	2,219	48	2.2	-	-	-	-
Wisconsin	5,712	139	2.4	-	-	-	-
Wyoming	388	3	0.8	-	-	-	-
Outlying Areas	1,207	6	0.5	-	-	-	-

Source: Committee staff analysis, DHEW/OCR data, 1975-76.

TABLE 2B. NUMBER AND PROPORTION OF MASTER'S DEGREES CONFERRED TO BLACKS BY TYPE OF INSTITUTION, BY STATE: 1976-77

State	All Institutions			Historically Black Colleges			Black Percent of non-HBC Total
	Total	Black	Black Percent of Total	Total	Black	HBC Percent of Total Black	
Total, U.S.	316,737	21,028	6.6	6,070	4,541	21.6	5.3
13 States + D.C.	96,729	10,335	10.7	6,070	4,541	43.9	6.4
Alabama	5,757	925	16.1	667	458	49.5	9.2
Alaska	195	4	2.1	-	-	-	-
Arizona	4,327	49	1.1	-	-	-	-
Arkansas	1,829	192	10.5	-	-	-	-
California	31,109	1,767	5.7	-	-	-	-
Colorado	5,130	68	1.3	-	-	-	-
Connecticut	6,316	145	2.3	-	-	-	-
Delaware	362	6	1.7	-	-	-	-
Dist. of Columbia	5,513	811	14.7	464	282	34.8	10.5
Florida	8,535	772	9.0	203	177	22.9	7.1
Georgia	8,233	1,234	15.0	680	546	44.2	9.1
Hawaii	1,019	6	0.6	-	-	-	-
Idaho	659	4	0.6	-	-	-	-
Illinois	17,912	1,645	9.2	-	-	-	-
Indiana	9,802	351	3.6	-	-	-	-
Iowa	2,624	63	2.4	-	-	-	-
Kansas	3,542	58	1.6	-	-	-	-
Kentucky	4,716	148	3.1	48	7	4.7	3.0
Louisiana	4,442	904	20.4	509	498	55.1	10.3
Maine	666	1	0.2	-	-	-	-
Maryland	5,474	597	10.9	574	319	53.4	5.7
Massachusetts	14,633	390	2.7	-	-	-	-
Michigan	16,098	1,282	8.0	-	-	-	-
Minnesota	3,509	52	1.5	-	-	-	-
Mississippi	3,665	990	27.0	607	570	57.6	13.7
Missouri	8,285	376	4.5	-	-	-	-
Montana	672	1	0.1	-	-	-	-
Nebraska	1,771	58	3.3	-	-	-	-
Nevada	476	24	5.0	-	-	-	-

TABLE 2B CONTINUED

State	All Institutions			Historically Black Colleges			Black Percent of non-HBC Total
	Total	Black	Black Percent of Total	Total	Black	HBC Percent of Total Black	
New Hampshire	853	3	0.4	-	-	-	-
New Jersey	8,560	458	5.4	-	-	-	-
New Mexico	1,696	35	2.1	-	-	-	-
New York	37,736	2,042	5.4	-	-	-	-
North Carolina	5,596	664	11.9	475	381	57.4	5.5
North Dakota	516	5	1.0	-	-	-	-
Ohio	12,934	1,099	8.5	-	-	-	-
Oklahoma	4,030	138	3.4	-	-	-	-
Oregon	3,276	30	0.9	-	-	-	-
Pennsylvania	13,983	530	3.8	56	35	6.6	3.6
Rhode Island	1,885	31	1.6	-	-	-	-
South Carolina	3,731	576	15.4	265	236	41.0	9.8
South Dakota	777	1	0.1	-	-	-	-
Tennessee	5,271	497	9.4	243	150	30.2	6.9
Texas	16,467	1,181	7.2	885	621	52.6	3.6
Utah	2,471	25	1.0	-	-	-	-
Vermont	1,108	26	2.3	-	-	-	-
Virginia	5,346	506	9.5	394	261	51.6	4.9
Washington	3,955	85	2.1	-	-	-	-
West Virginia	2,159	42	1.9	-	-	-	-
Wisconsin	5,661	121	2.1	-	-	-	-
Wyoming	378	6	1.6	-	-	-	-
Outlying Areas	1,077	4	0.4	-	-	-	-

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1976-1977.

TABLE 3A. DISTRIBUTION OF MASTER'S DEGREES WITHIN FIELD OF STUDY, BY RACIAL/ETHNIC GROUP AND U.S. CITIZENSHIP STATUS: 1975-76

Field of Study	Total Degrees	BLACK		WHITE		Non-resident Alien		Other U.S. Minorities	
		Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
All Fields	310,470	20,351	6.6	262,851	84.7	16,080	5.2	11,188	3.6
Agriculture & Nat. Resources	3,322	77	2.3	2,589	77.9	559	16.8	97	2.9
Architecture & Envir. Des.	3,207	195	6.1	2,521	78.6	340	10.6	151	4.7
Area Studies	897	26	2.9	727	81.0	67	7.5	77	8.6
Biological Sciences	6,608	215	3.3	5,749	87.0	408	6.2	236	3.6
Business & Management	42,297	1,549	3.7	36,216	85.6	3,142	7.4	1,390	3.3
Communications	3,103	170	5.5	2,693	86.8	172	5.5	68	2.2
Computer & Info.	2,524	60	2.4	2,059	81.6	315	12.5	90	3.6
Education	128,403	12,440	9.7	109,516	85.3	2,330	1.8	4,117	3.2
Engineering	15,914	233	1.5	11,414	71.7	3,492	21.9	775	4.9
Fine & Applied Arts	8,790	277	3.2	7,992	90.9	273	3.1	248	2.8
Foreign Languages	3,489	119	3.4	2,916	83.6	189	5.4	265	7.6
Health Professions	12,562	622	5.0	10,833	86.2	540	4.3	567	4.5
Home Economics	2,152	104	4.8	1,860	86.4	121	5.6	67	3.1
Law	1,442	37	2.6	1,073	74.4	284	19.7	48	3.3
Letters	11,209	455	4.1	9,924	88.5	460	4.1	370	3.3
Library Science	7,998	426	5.3	7,121	89.0	196	2.5	255	3.2
Mathematics	3,852	130	3.4	3,262	84.7	300	7.8	160	4.2
Physical Sciences	5,403	137	2.5	4,405	81.5	637	11.8	224	4.1
Psychology	7,808	416	5.3	6,888	88.2	193	2.5	311	4.0
Public Affairs & Services	17,151	1,615	9.4	14,145	82.5	473	2.8	918	5.4
Social Sciences	15,795	883	5.6	13,071	82.8	1,293	8.2	548	3.5
Theology	2,840	55	1.9	2,510	88.4	182	6.4	93	3.3
Inter-Disciplinary Studies	3,704	110	3.0	3,367	90.9	114	3.1	113	3.1

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred from Institutions of Higher Education, Academic Year, 1975-76.

TABLE 3B. DISTRIBUTION OF MASTER'S DEGREES WITHIN FIELD OF STUDY, BY RACIAL/ETHNIC GROUP AND U.S. CITIZENSHIP STATUS: 1976-77

Field of Study	Total Degrees	BLACK		WHITE		Non-resident Alien		Other U.S. Minorities	
		Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Total	Percent of Total
All Fields	316,737	21,028	6.6	265,195	83.7	17,339	5.5	13,175	4.2
Agriculture & Nat. Resources	3,735	51	1.4	2,860	76.6	664	17.8	160	4.3
Architecture & Envir. Design	3,219	162	5.0	2,558	79.5	296	9.2	203	6.3
Area Studies	971	55	5.7	732	75.4	80	8.2	104	10.7
Biological Sciences	7,154	206	2.9	6,182	86.4	477	6.7	289	4.0
Business & Management	46,262	1,621	3.5	39,144	84.6	3,781	8.2	1,716	3.7
Communications	3,092	167	5.4	2,663	86.1	183	5.9	79	2.6
Computer & Info.	2,724	66	2.4	2,136	78.4	366	13.4	156	5.7
Education	126,710	12,700	10.0	107,149	84.6	2,392	1.9	4,469	3.5
Engineering	15,875	237	1.5	11,089	69.9	3,541	22.3	1,008	6.3
Fine & Applied Arts	8,624	261	3.0	7,752	89.9	330	3.8	281	3.3
Foreign Languages	3,178	99	3.1	2,562	80.6	198	6.2	319	10.0
Health Professions	13,092	657	5.0	11,220	85.7	513	3.9	702	5.4
Home Economics	2,340	110	4.7	2,035	87.0	121	5.2	74	3.2
Law	1,574	26	1.7	1,222	77.6	280	17.8	46	2.9
Letters	10,493	388	3.7	9,263	88.3	445	4.2	397	3.8
Library Science	7,592	388	5.1	6,762	89.1	146	1.9	296	3.9
Mathematics	3,698	133	3.6	3,048	82.4	370	10.0	147	4.0
Physical Sciences	5,296	93	1.8	4,315	81.5	656	12.4	232	4.4
Psychology	8,320	506	6.1	7,201	86.6	171	2.1	442	5.3
Public Affairs & Services	19,696	1,876	9.5	16,241	82.5	477	2.4	1,102	5.6
Social Sciences	15,489	969	6.3	12,364	79.8	1,476	9.5	680	4.4
Theology	3,127	64	2.0	2,737	87.5	232	7.4	94	3.0
Inter-Disciplinary Studies	4,476	193	4.3	3,960	88.5	144	3.2	179	4.0

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred from Institutions of Higher Education, By Race, Ethnicity, and Sex, Academic Year 1976-77.

TABLE 4. DISTRIBUTION OF MASTER'S DEGREES BY FIELD OF STUDY, BY RACIAL/ETHNIC GROUP AND U.S. CITIZENSHIP STATUS: 1976-77 AND 1975-76

Field of Study	1976-1977					1975-76				
	Total, All Students	Black	White	Non-resident Alien	Other U.S. Minority	Total, All Students	Black	White	Non-resident Alien	Other U.S. Minority
Total, All Fields	316,737	21,028	265,195	17,339	13,175	310,470	20,351	262,851	16,080	11,188
Percent Dist.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture & Nat. Res.	1.2	0.2	1.1	3.8	1.2	1.1	0.4	1.0	3.5	0.9
Architecture & Environmental Des.	1.0	0.8	1.0	1.7	1.5	1.0	1.0	1.0	2.1	1.3
Area Studies	0.3	0.3	0.3	0.5	0.8	0.3	0.1	0.3	0.4	0.7
Biological Sciences	2.3	1.0	2.3	2.8	2.2	2.1	1.1	2.2	2.5	2.1
Business & Management	14.6	7.7	14.8	21.8	13.0	13.6	7.6	13.8	19.5	12.4
Communications	1.0	0.8	1.0	1.1	0.6	1.0	0.8	1.0	1.1	0.6
Computer & Information	0.9	0.3	0.8	2.1	1.2	0.8	0.3	0.8	2.0	0.8
Education	40.0	60.4	40.4	13.8	33.9	41.4	61.1	41.7	14.5	36.8
Engineering	5.0	1.1	4.2	20.4	7.7	5.1	1.1	4.3	21.7	6.9
Fine & Applied Arts	2.7	1.2	2.9	1.9	2.1	2.8	1.4	3.0	1.7	2.2
Foreign Languages	1.0	0.5	1.0	1.1	2.4	1.1	0.6	1.1	1.2	2.4
Health Professions	4.1	3.1	4.2	3.0	5.3	4.0	3.1	4.1	3.4	5.1
Home Economics	0.7	0.5	0.8	0.7	0.6	0.7	0.5	0.7	0.8	0.6
Law	0.5	0.1	0.5	1.6	0.3	0.5	0.2	0.4	1.8	0.4
Letters	3.3	1.8	3.5	2.6	3.0	3.6	2.2	3.8	2.9	3.3
Library Science	2.4	1.8	2.5	0.8	2.2	2.6	2.1	2.7	1.2	2.3
Mathematics	1.2	0.6	1.1	2.1	1.1	1.2	0.6	1.2	1.9	1.4
Physical Sciences	1.7	0.4	1.6	3.8	1.8	1.7	0.7	1.7	4.0	2.0
Psychology	2.6	2.4	2.7	1.0	3.4	2.5	2.0	2.6	1.2	2.8
Public Affairs & Services	6.2	8.9	6.1	2.8	8.4	5.5	7.9	5.4	2.9	8.2
Social Sciences	4.9	4.6	4.7	8.5	5.2	5.1	4.3	5.0	8.0	4.9
Theology	1.0	0.3	1.0	1.3	0.7	0.9	0.3	1.0	1.1	0.8
Inter-Disciplinary Studies	1.4	0.9	1.5	0.8	1.4	1.2	0.5	1.3	0.7	1.0

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred from Institutions of Higher Education By Race, Ethnicity, and Sex, Academic Year, 1975-76 and 1976-77.

Table 5: NUMBER OF MASTER'S DEGREES AWARDED TO BLACKS, BY FIELD OF STUDY AND TYPE OF INSTITUTION: 1976-77 and 1975-76

Field of Study	1976-1977						1975-1976					
	Total, Master's	Total, Black Master's	Black Master's from HBC's	Black Master's from non-HBC's	Number of HBC's Awarding Degrees	Number of non-HBC's Awarding Degrees	Total, Master's	Total, Black Master's	Black Master's from HBC's	Black Master's from non-HBC's	Number of HBC's Awarding Degrees	Number of non-HBC's Awarding Degrees
Total, All Fields	316,737	21,028	4,541	16,487	29	951	310,470	20,351	4,548	15,803	28	937
Agriculture and Natural Resources	3,735	51	12	39	5	90	3,322	77	40	37	5	84
Architecture and Environ. Design	3,219	162	20	142	3	103	3,207	195	15	180	2	96
Area Studies	971	55	3	52	1	84	897	26	0	26	1	90
Biological Sciences	7,154	206	82	124	16	443	6,608	215	60	155	14	443
Business and Management	46,262	1,621	203	1,418	9	452	42,297	1,549	152	1,397	7	420
Communications	3,092	167	18	149	1	142	3,103	170	11	159	1	142
Computer and Information	2,724	66	12	54	3	141	2,524	60	5	55	2	132
Education	126,710	12,700	3,352	9,348	26	629	128,403	12,440	3,537	8,903	25	618
Engineering	15,875	237	8	229	3	231	15,914	233	9	224	3	230
Fine and Applied Arts	8,624	261	19	242	5	320	8,790	277	15	262	4	312
Foreign Languages	3,178	99	15	84	5	256	3,489	119	16	103	5	264
Health Professions	13,092	657	13	644	3	272	12,562	622	14	608	3	255
Home Economics	2,340	110	14	96	4	119	2,152	104	27	77	4	118
Law	1,574	26	0	26	1	39	1,442	37	0	37	1	40
Letters	10,493	388	85	303	14	484	11,209	455	92	363	15	489
Library Science	7,592	388	99	289	5	103	7,998	426	96	330	5	115
Mathematics	3,698	133	27	106	10	369	3,852	130	24	106	9	381
Physical Sciences	5,296	93	26	67	9	360	5,403	137	40	97	12	374
Psychology	8,320	506	113	393	9	361	7,808	416	39	377	7	357
Public Affairs and Services	19,696	1,876	221	1,655	10	260	17,151	1,615	166	1,449	6	231
Social Sciences	15,489	969	198	771	20	473	15,795	883	184	699	18	468
Theology	3,127	64	1	63	1	172	2,840	55	5	50	1	164
Inter-Disciplinary Studies	4,476	193	0	193	0	177	3,704	110	1	109	1	159

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred From Institutions of Higher Education, By Race, Ethnicity, and Sex, Academic Year, 1976-1977 and 1975-1976.

TABLE 6: PROPORTION OF MASTER'S DEGREES AWARDED TO BLACKS, BY FIELD OF STUDY AND TYPE OF INSTITUTION: 1976-77 AND 1975-76

Field of Study	1976-1977				1975-76			
	Black Percent of Total Master's	HBC Percent of Total Black Master's	Percent of HBC's Among All Insts.	Black Percent of non-HBC Master's	Black Percent of Total Master's	HBC Percent of Total Black Master's	Percent of HBC's Among All Insts.	Black Percent of non-HBC Master's
Total, All Fields	6.6	21.6	3.0	5.3	6.6	22.3	2.9	5.2
Agriculture & Nat. Resources	1.4	23.5	5.3	1.1	2.3	51.9	5.6	1.1
Architecture & Environmental Des.	5.0	12.3	2.8	4.5	6.1	7.7	2.0	5.6
Area Studies	5.7	5.5	1.2	5.4	2.9	0.0	1.1	2.9
Biological Sciences	2.9	39.8	3.5	1.8	3.3	27.9	3.1	2.4
Business & Management	3.5	12.5	2.0	3.1	3.7	9.8	1.6	3.3
Communications	5.4	10.8	0.7	4.9	5.5	6.5	0.7	5.1
Computer & Information	2.4	18.2	2.1	2.0	2.4	8.3	1.5	2.2
Education	10.0	26.4	4.0	7.6	9.7	28.4	3.9	7.2
Engineering	1.5	3.4	1.3	1.4	1.5	3.9	1.3	1.4
Fine & Applied Arts	3.0	7.3	1.5	2.8	3.2	5.4	1.3	3.0
Foreign Languages	3.1	15.2	1.9	2.7	3.4	13.4	1.9	3.0
Health Professions	5.0	2.0	1.1	4.9	5.0	2.3	1.2	4.8
Home Economics	4.7	12.7	3.3	4.1	4.8	26.0	3.3	3.6
Law	1.7	0.0	2.5	1.7	2.6	0.0	2.4	2.6
Letters	3.7	21.9	2.8	2.9	4.1	20.2	3.0	3.3
Library Science	5.1	25.5	4.6	3.9	5.3	22.5	4.2	4.2
Mathematics	3.6	20.3	2.6	2.9	3.4	18.5	2.3	2.8
Physical Sciences	1.8	28.0	2.4	1.3	2.5	29.2	3.1	1.8
Psychology	6.1	22.3	2.4	4.8	5.3	9.4	1.9	4.9
Public Affairs & Services	9.5	11.8	3.7	8.5	9.4	10.3	2.5	8.6
Social Sciences	6.3	20.4	4.1	5.1	5.6	20.8	3.7	4.5
Theology	2.0	1.6	0.6	2.0	1.9	9.1	0.6	1.8
Inter-Disciplinary Studies	4.3	0.0	0.0	4.3	3.0	0.9	0.6	2.9

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred from Institutions of Higher Education, By Race, Ethnicity, and Sex, Academic Year 1975-76 and 1976-1977.

TABLE 7. NUMBER AND PERCENTAGE OF DOCTORATES AWARDED, BY RACIAL/ETHNIC GROUP AND U.S. CITIZENSHIP STATUS: 1974 TO 1979

Racial/Ethnic Group, Citizenship	1974		1975		1976		1977		1978		1979	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total 1/	33,000	100.0	32,913	100.0	32,923	100.0	31,672	100.0	30,850	100.0	31,200	100.0
U.S. Citizens												
Black	846	2.6	989	3.0	1,085	3.3	1,109	3.5	1,029	3.3	1,050	3.4
White	23,442	71.0	24,183	73.5	24,204	73.5	22,824	72.1	21,601	70.0	21,750	69.7
Other Minorities	677	2.1	733	2.2	821	2.5	979	3.1	1,029	3.3	1,047	3.4
Non-resident Aliens	3,447	10.4	3,531	10.7	3,518	10.7	3,447	10.9	3,416	11.1	3,574	11.5
Others and Unknown 2/	3,717	11.3	2,814	8.5	2,577	7.8	2,466	7.8	2,872	9.3	2,839	9.1

Source: Committee staff analysis, National Research Council, Doctorate Recipients From United States Universities, Summary Reports, 1974 to 1979.

Note: Percentages do not equal 100.0 because Totals exceed sum of racial/ethnic groups (see 1/ below).

1/ Totals include individuals who did not report citizenship.

2/ Includes foreigners with permanent visas (immigrants)and those who provided no usable response to the item on "racial or ethnic group."

TABLE 8. NUMBER AND PROPORTION OF DOCTORATE RECIPIENTS, BY CITIZENSHIP STATUS, RACIAL/ETHNIC GROUP, BY FIELD OF STUDY: 1977 TO 1979

[Racial/ethnic categories, except non-resident aliens, include U.S. citizens and foreigners with permanent visas (immigrants)]

Field of Study	1977					1978					1979				
	Total 1/	Black	White	N/R Aliens	Other U.S. Minorities and Unknown 2/	Total 1/	Black	White	N/R Aliens	Other U.S. Minorities and Unknown 2/	Total 1/	Black	White	N/R Aliens	Other U.S. Minorities and Unknown 2/
Total Doctorates	31,672	1,186	23,411	3,447	2,774	30,850	1,100	22,132	3,416	3,297	31,200	1,106	22,222	3,574	3,355
Physical Sciences	4,369	44	3,051	677	505	4,193	54	2,840	645	562	4,298	52	2,926	667	566
Engineering	2,641	15	1,412	773	366	2,423	13	1,160	767	411	2,494	20	1,154	816	442
Life Sciences	4,767	68	3,506	656	412	4,887	79	3,483	662	541	5,076	61	3,655	680	541
Social Sciences	6,504	220	5,011	565	485	6,453	212	4,806	535	595	6,379	220	4,767	550	589
Humanities	4,559	108	3,687	216	414	4,235	90	3,409	197	421	4,143	130	3,230	197	450
Professional Fields	1,340	44	997	166	106	1,454	54	1,043	195	135	1,414	51	1,033	181	117
Education	7,448	687	5,718	379	479	7,190	598	5,381	412	630	7,370	570	5,442	479	648
Percent Distribution															
Total	100.0	3.7	73.9	10.9	8.8	100.0	3.6	71.7	11.1	10.7	100.0	3.5	71.2	11.5	10.8
Physical Sciences	100.0	1.0	69.8	15.5	11.6	100.0	1.3	67.7	15.4	13.4	100.0	1.2	68.1	15.5	13.2
Engineering	100.0	0.6	53.5	29.3	13.9	100.0	0.5	47.9	31.7	17.0	100.0	0.8	46.3	32.7	17.7
Life Sciences	100.0	1.4	73.5	14.0	8.6	100.0	1.6	71.3	13.5	11.1	100.0	1.2	72.0	13.4	10.7
Social Sciences	100.0	3.4	77.0	8.7	7.5	100.0	3.3	74.5	8.3	9.2	100.0	3.4	74.7	8.6	9.2
Humanities	100.0	2.4	80.9	4.7	9.1	100.0	2.1	80.5	4.7	9.9	100.0	3.1	78.0	4.8	10.9
Professional Fields	100.0	3.3	74.4	12.4	7.9	100.0	3.7	71.7	13.4	9.3	100.0	3.6	73.1	12.8	8.3
Education	100.0	9.2	76.8	5.1	6.4	100.0	8.3	74.8	5.7	8.8	100.0	7.7	73.8	6.5	8.8

Source: Committee staff analysis, National Research Council, Doctorate Recipients From United States Universities, Summary Reports, 1977 to 1979.
Note: Percentages do not equal 100.0 because Totals exceed sum of racial/ethnic groups (see 1/ below).

1/ Totals include individuals who did not report citizenship status.
2/ Includes American Indians, Asians, Hispanics, and Others/Unknown.

TABLE 9. DISTRIBUTION BY FIELD OF STUDY OF ALL AND SELECTED RACIAL/ETHNIC/CITIZENSHIP GROUP DOCTORATE RECIPIENTS: 1974 to 1979

Field of Study	1974				1975				1976			
	Total	U.S. Black	U.S. White	N/R Alien	Total	U.S. Black	U.S. White	N/R Alien	Total	U.S. Black	U.S. White	N/R Alien
Total, All Fields	33,000	846	23,442	3,447	32,913	989	24,183	3,531	32,923	1,085	24,204	3,518
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Physical Sciences	14.8	5.4	13.9	22.0	14.5	3.6	13.5	21.0	13.5	2.5	12.7	19.9
Engineering	9.5	1.9	6.7	21.3	9.0	1.1	6.3	22.9	8.5	1.1	5.8	22.7
Life Sciences	14.8	8.2	14.0	21.6	15.3	5.6	15.0	19.7	15.1	5.8	14.8	19.4
Social Sciences	18.7	12.6	19.9	15.8	19.2	16.1	20.1	15.7	20.0	15.9	21.2	16.7
Humanities	15.7	8.9	17.3	6.4	15.3	8.9	16.7	6.4	14.8	8.4	16.1	6.7
Professional Fields	4.5	3.8	4.4	4.0	4.5	3.5	4.5	4.6	4.6	4.9	4.6	4.7
Education	22.0	59.2	23.7	8.9	22.3	61.2	24.0	9.8	23.5	61.5	24.9	9.8

	1977				1978				1979			
	Total	U.S. Black	U.S. White	N/R Alien	Total	U.S. Black	U.S. White	N/R Alien	Total	U.S. Black	U.S. White	N/R Alien
Total, All Fields	31,672	1,109	22,824	3,447	30.850	1,029	21,601	3,416	31,200	1,050	21,750	3,574
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Physical Sciences	13.8	3.8	13.0	19.6	13.6	5.0	12.8	18.9	13.8	4.6	13.1	18.7
Engineering	8.3	1.0	5.6	22.4	7.9	0.9	4.9	22.5	8.0	1.6	5.0	22.8
Life Sciences	15.1	5.0	15.0	19.3	15.8	6.7	15.8	19.4	16.3	5.0	16.5	19.0
Social Sciences	20.5	17.9	21.5	16.4	20.9	18.6	21.7	15.7	20.4	19.6	21.5	15.4
Humanities	14.4	8.6	15.7	6.3	13.7	7.8	15.4	5.8	13.3	11.3	14.4	5.5
Professional Fields	4.4	3.7	4.3	5.0	4.8	4.5	4.7	5.8	4.6	5.0	4.7	5.2
Education	23.5	60.0	24.9	11.0	23.3	56.7	24.6	12.1	23.6	53.0	24.8	13.4

Source: National Research Council, Doctorate Recipients From United States Universities, Summary Reports, 1974 to 1979 (Table 5).

TABLE 10. COMPARISON OF DOCTORATE RECIPIENTS BY PREVIOUS DEGREE, BY RACE: 1978

Level of Degree	Total		Physical Sciences		Life Sciences		Social Sciences		Humanities		Education	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Baccalaureate In Same Field	49.9	56.3	87.2	80.9	29.0	41.1	57.6	62.5	61.3	67.0	46.3	40.9
Master's In Any Field	91.0	81.5	61.5	54.7	72.5	58.5	83.2	82.7	87.5	88.8	97.4	97.4

Source: Committee staff analysis, unpublished data, National Research Council, 1978.

Note: Example for reading this table--- 87.2% of the Blacks awarded doctorates in the physical sciences in 1978 also obtained their baccalaureates in the same field.

TABLE 11. DISTRIBUTION OF POSTDOCTORAL ACTIVITY PLANS, BY RACE: 1974 TO 1979

Postdoctoral Activity Plan	1974		1975		1976		1977		1978		1979	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Total Doctoral Recipients	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Study	6.4	13.7	5.9	14.8	6.2	15.9	6.9	16.7	7.1	17.7	6.6	17.8
Employment	90.0	83.7	90.5	82.1	89.0	80.7	88.0	79.9	88.0	78.9	89.3	79.6
Educational Institutions	68.9	56.6	71.3	55.6	69.8	55.1	69.3	53.1	63.3	51.2	62.6	49.2
Industry/Business	3.8	9.7	2.5	9.1	2.6	8.4	3.5	9.1	4.9	10.3	6.2	12.1
Government	9.3	9.4	9.7	9.5	10.5	9.2	9.5	9.6	10.3	8.9	13.2	9.3
Non-Profit	2.8	3.9	3.0	4.2	2.0	4.4	3.1	4.6	4.1	5.2	2.9	5.3
Other/Unknown	5.1	4.2	3.9	3.7	4.1	3.6	2.7	3.4	5.5	3.4	4.5	3.6
Status Unknown	3.7	2.6	3.6	3.0	4.8	3.3	5.1	3.4	4.9	3.4	4.1	2.6

Source: Committee staff analysis, National Research Council, Doctorate Recipients from United States Universities, Summary Reports, 1974 to 1979 (Table 5).

TABLE 12. TIME LAPSE IN YEARS BETWEEN BACCALAUREATE AND DOCTORATE AND MEDIAN AGE OF PH.D RECIPIENT, BY FIELD, BY RACE: 1978

Field of Study	"Registered" Time Lapse (Years)		Total Time Lapse (Years)	
	Black	White	Black	White
All Fields	6.44	6.19	12.26	8.92
Physical Sciences	6.08	5.65	9.38	6.66
Life Sciences	6.11	5.70	10.13	7.00
Social Sciences	6.65	5.98	8.58	8.10
Humanities	6.25	7.37	11.38	10.17
Education	6.45	6.66	15.15	12.66

	Median Age at Baccalaureate		Median Age at Beginning of Graduate Study		Median Age at Doctorate	
	Black	White	Black	White	Black	White
All Fields	23.74	22.58	29.56	25.31	36.00	31.50
Physical Sciences	22.29	22.28	25.59	23.29	31.67	28.94
Life Sciences	23.07	22.45	27.09	23.75	33.20	29.45
Social Sciences	23.69	22.56	25.62	24.68	32.27	30.66
Humanities	23.12	22.43	28.25	25.23	34.50	32.60
Education	24.06	23.50	32.76	29.50	39.21	36.16

Source: Committee staff analysis, unpublished data, National Research Council, 1978.

TABLE 13. TOTAL AND BLACK FIRST PROFESSIONAL ENROLLMENT BY TYPE OF INSTITUTION, FOR THOSE STATES WHERE HBC PROGRAMS WERE OFFERED: FALL 1978 AND FALL 1976

Date and State	Total Enrollment	Total Black Enrollment	Black HBC Enrollment	Black non-HBC Enrollment	Number of HBC's with First Prof. Program	Number of non-HBC's with First Prof. Program
Fall, 1978						
Total, United States	256,591	11,424	2,538	8,886	8	441
Total, 7 States & D.C.	47,308	4,143	2,538	1,605	8	65
Alabama	3,411	196	103	93	1	6
Dist. of Columbia	8,760	1,574	1,113	461	1	7
Georgia	5,689	428	272	156	1	6
Louisiana	3,989	262	141	121	1	5
Mississippi	1,736	80	4	76	1	4
North Carolina	4,484	372	115	257	1	6
Tennessee	5,503	709	575	134	1	8
Texas	13,736	522	215	307	1	23
Fall, 1976						
Total, United States	245,790	11,181	2,154	9,027	8	454
Total, 6 States & D.C.	43,085	3,528	2,154	1,374	8	60
Alabama	2,915	224	142	82	2	6
Dist. of Columbia	8,173	1,273	834	439	1	5
Georgia	4,462	333	206	127	1	5
Louisiana	5,135	253	130	123	1	6
North Carolina	4,439	350	115	235	1	5
Tennessee	4,994	643	523	120	1	8
Texas	12,967	452	204	248	1	25

Source: Committee staff analysis, DHEW/OCR, Racial, Ethnic, and Sex Enrollment Data From Institutions of Higher Education, Fall 1978 and unpublished data, Fall 1978.

TABLE 14. BLACK PROPORTION OF FIRST PROFESSIONAL ENROLLMENT, BY TYPE OF INSTITUTION, FOR THOSE STATES WHERE HBC PROGRAMS WERE OFFERED: FALL 1978 AND FALL 1976

Date and State	Black Percent of Total Enrollment	HBC Percent of Total Black	Percent of HBC's Among All Institutions	Black Percent of Non-HBC Enrollment
Fall 1978				
Total, United States	4.5	22.2	1.8	3.5
Total, 7 States & D.C.	8.8	61.3	11.0	3.7
Alabama	5.7	52.6	14.3	2.9
District of Columbia	18.0	70.7	12.5	6.3
Georgia	7.5	63.6	14.3	2.9
Louisiana	6.6	53.8	16.7	3.2
Mississippi	4.6	5.0	25.0	4.4
North Carolina	8.3	30.9	14.3	6.0
Tennessee	12.9	81.1	11.1	2.8
Texas	3.8	41.2	4.2	2.3
Fall 1976				
Total, United States	4.5	19.3	1.7	3.7
Total, 6 States & D.C.	8.2	61.1	11.8	3.4
Alabama	7.7	63.4	25.0	3.1
District of Columbia	15.6	65.5	16.7	6.3
Georgia	7.5	61.9	16.7	3.0
Louisiana	4.9	51.4	14.3	2.5
North Carolina	7.9	32.9	16.7	5.5
Tennessee	12.9	81.3	11.1	2.8
Texas	3.5	45.1	3.8	2.0

Source: Committee staff analysis, DHEW/OCR, Racial, Ethnic, and Sex Enrollment Data From Institutions of Higher Education, Fall 1976 and unpublished data, Fall 1978.

TABLE 15. NUMBER AND PROPORTION OF FIRST PROFESSIONAL DEGREES CONFERRED TO BLACKS, BY FIELD OF STUDY AND TYPE OF INSTITUTION: 1976-77 AND 1975-76

Field of Study	Total First Professional Degrees	Black First Professional Degrees	Black Percent of Total	Black Degrees from HBC's	Percent of Black Total from HBC's	Number of HBC's Conferring Degrees	Percent of HBC's Among All Institutions	Black Degrees from Non-HBC's	Number of Non-HBC's Conferring Degrees	Black Percent of Non-HBC Total
1976-1977										
Total, All Fields	64,374	2,537	3.9	552	21.8	8	1.9	1,985	422	3.1
Dentistry	5,187	204	3.9	82	40.2	2	3.4	122	56	2.4
Medicine	13,574	710	5.2	155	21.8	2	1.8	555	108	4.1
Veterinary Medicine	1,586	28	1.8	23	82.1	1	5.3	5	18	0.3
Law	34,363	1,349	3.9	213	15.8	4	2.3	1,136	167	3.3
Theology	5,455	200	3.7	79	39.5	3	1.7	121	170	2.3
Other Fields	4,209	46	1.1	-	-	-	-	46	54	1.1
1975-1976										
Total, All Fields	62,494	2,694	4.3	544	20.2	10	2.4	2,150	413	3.5
Dentistry	5,478	181	3.3	69	38.1	2	3.5	112	55	2.1
Medicine	13,487	708	5.2	160	22.6	2	1.9	548	105	4.1
Veterinary Medicine	1,532	18	1.2	16	88.9	1	5.3	2	17	0.1
Law	32,483	1,519	4.7	223	14.7	4	2.4	1,296	163	4.0
Theology	5,247	206	3.9	76	36.9	5	2.9	130	166	2.5
Other Fields	4,267	62	1.5	-	-	-	-	62	50	1.5

Source: Committee staff analysis, DHEW/OCR, Data on Earned Degrees Conferred From Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Years 1975-1976 and 1976-1977.

TABLE 16. TOTAL AND PERCENTAGE OF DOCTORATE RECIPIENTS REPORTING AWARDS OF SELECTED FEDERAL AND INSTITUTIONAL SUPPORT, BY RACE : 1978

Type of Award	Total Awards, All Races	U.S. Black Recipients		U.S. White Recipients		Foreign Students and Other U.S. Minorities 1/	
		Number	Percent	Number	Percent	Number	Percent
Federal Awards							
NSF Fellowships	725	16	2.2	581	80.1	128	17.7
NSF Traineeships	422	2	0.5	375	88.9	45	10.7
NIH Fellowships	562	20	3.6	482	85.8	60	10.7
NIH Traineeships	1,541	33	2.1	1,344	87.2	164	10.6
NDEA Fellowships	1,053	21	2.0	932	88.5	100	9.5
NDEA Traineeships	65	2	3.1	51	78.5	12	18.5
Institutional Awards							
University Fellowships	5,266	179	3.4	3,879	73.7	1,208	22.9
Teaching Assistantships	13,193	243	1.8	10,114	76.7	2,836	21.5
Reasearch Assistantships	10,206	156	1.5	7,118	69.7	2,932	28.7
Other Institutional Funds 2/	2,131	95	4.5	1,562	73.3	474	22.2

Source: Committee staff analysis, unpublished data, National Research Council, 1978.

1/ Although individual totals for foreign students and other U.S. minorities were not available by sources of support, non-resident aliens received 3,416 doctorates (11.1 percent) and other U.S. minorities received 1,029 doctorates (3.3 percent) in 1978.

2/ Includes all institutional grant and fellowship awards not listed.

TABLE 17. DISTRIBUTION OF SELECTED FEDERAL SOURCES OF FINANCIAL SUPPORT TO DOCTORATE RECIPIENTS, BY FIELD AND BY RACE: 1978

Type of Federal Support	Total Recipients, All Fields	Physical Sciences	Engineering	Life Sciences	Social Sciences	Education	Humanities and Professional Fields
NSF Fellowships							
Black	16	1	0	3	3	8	1
White	581	177	69	117	157	45	16
Foreign and Other Minorities	128	38	44	17	21	3	5
NSF Traineeships							
Black	2	0	0	0	2	0	0
White	375	124	57	85	89	10	10
Foreign and Other Minorities	45	15	10	9	8	2	1
NIH Traineeships							
Black	33	2	0	14	16	0	1
White	1,344	55	33	826	398	12	20
Foreign and Other Minorities	164	14	10	105	30	1	4
NDEA Fellowships							
Black	21	2	0	1	5	10	3
White	932	82	25	77	235	92	421
Foreign and Other Minorities	100	8	4	5	22	10	51
NASA Traineeships							
Black	2	0	0	1	1	0	0
White	51	16	19	11	2	2	1
Foreign and Other Minorities	12	4	7	0	1	0	0
Percent Distribution							
NSF Fellowships							
Black	100.0	6.3	0.0	18.8	18.8	50.0	6.3
White	100.0	30.5	11.9	20.1	27.0	7.7	2.8
Foreign and Other Minorities	100.0	29.7	34.4	13.3	16.4	2.3	3.9
NSF Traineeships							
Black	100.0	0.0	0.0	0.0	100.0	0.0	0.0
White	100.0	33.1	15.2	22.7	23.7	2.7	2.7
Foreign and Other Minorities	100.0	33.3	22.2	20.0	17.8	4.4	2.2
NIH Traineeships							
Black	100.0	6.1	0.0	42.4	48.5	0.0	3.0
White	100.0	4.1	2.5	61.5	29.6	0.9	1.5
Foreign and Other Minorities	100.0	8.5	6.1	64.0	18.3	0.6	2.4
NDEA Fellowships							
Black	100.0	9.5	0.0	4.8	23.8	47.6	14.3
White	100.0	8.8	2.7	8.3	25.2	9.9	45.2
Foreign and Other Minorities	100.0	8.0	4.0	5.0	22.0	10.0	51.0
NASA Traineeships							
Black	100.0	0.0	0.0	50.0	50.0	0.0	0.0
White	100.0	31.4	37.3	21.6	3.9	3.9	2.0
Foreign and Other Minorities	100.0	33.3	58.3	0.0	8.3	0.0	0.0

SOURCE: Committee staff analysis, unpublished data, National Research Council, 1978.

TABLE 18. DISTRIBUTION OF INSTITUTIONAL SOURCES OF FINANCIAL SUPPORT TO DOCTORATE RECIPIENTS, BY FIELD AND BY RACE: 1978

Type of Institutional Support	Total Recipients, All Fields	Physical Sciences	Engineering	Life Sciences	Social Sciences	Education	Humanities and Professional Fields
University Fellowships							
Black	179	13	1	13	51	63	38
White	3,879	575	183	514	930	450	1,277
Foreign and Other Minorities	1,208	237	167	142	257	110	295
Teaching Assistantships							
Black	243	31	2	24	54	92	40
White	10,114	1,995	391	1,505	2,409	1,353	2,461
Foreign and Other Minorities	2,836	814	465	346	493	238	480
Research Assistantships							
Black	156	17	4	16	42	66	11
White	7,118	1,777	652	1,620	1,658	804	607
Foreign and Other Minorities	2,932	757	901	574	373	170	157
Educational Funds of Industry							
Black	26	4	1	2	7	9	3
White	574	129	120	65	70	102	88
Foreign and Other Minorities	174	49	43	24	16	17	25
Other Institutional Funds							
Black	95	4	0	6	13	60	12
White	1,562	127	50	215	382	437	351
Foreign and Other Minorities	474	56	41	77	124	91	85
Percent Distribution							
University Fellowships							
Black	100.0	7.3	0.6	7.3	28.5	35.2	21.2
White	100.0	14.8	4.7	13.3	24.0	11.6	31.6
Foreign and Other Minorities	100.0	19.6	13.8	11.8	21.3	9.1	24.4
Teaching Assistantships							
Black	100.0	12.8	0.8	9.9	22.2	37.9	16.5
White	100.0	19.7	3.9	14.9	23.8	13.4	24.3
Foreign and Other Minorities	100.0	28.7	16.4	12.2	17.4	8.4	16.9
Research Assistantships							
Black	100.0	10.9	2.6	10.3	26.9	42.3	7.1
White	100.0	25.0	9.2	22.8	23.3	11.3	8.5
Foreign and Other Minorities	100.0	25.8	30.7	19.6	12.7	5.8	5.4
Educational Funds of Industry							
Black	100.0	15.4	3.8	7.7	26.9	34.6	11.5
White	100.0	22.5	20.9	11.3	12.2	17.8	15.3
Foreign and Other Minorities	100.0	24.7	28.2	13.8	9.2	9.8	14.4
Other Institutional Funds							
Black	100.0	4.2	0.0	6.3	13.7	63.2	12.6
White	100.0	8.1	3.2	13.8	24.5	28.0	22.5
Foreign and Other Minorities	100.0	11.8	8.6	16.2	26.2	19.2	17.9

SOURCE: Committee staff analysis, unpublished data, National Research Council, 1978.

TABLE 19. PERCENTAGE OF DOCTORATE RECIPIENTS BY SOURCES OF SUPPORT, BY FIELD, BY RACE: 1978

Type of Support	Total, All Fields			Physical Sciences			Engineering			Life Sciences		
	U.S White	U.S Black	Foreign and Other	U.S. White	U.S Black	Foreign and Other	U.S. White	U.S. Black	Foreign and Other	U.S. White	U.S. Black	Foreign and Other
Total Doctorate Recipients	21,601	1,029	7,310	2,764	51	1,286	1,065	9	1,277	3,422	69	1,274
Doctorate Recipients Reporting	21,333	996	6,793	2,746	49	1,224	1,053	9	1,235	3,383	67	1,210
Percent of Total Recipients	98.8	96.8	92.9	99.3	96.1	95.2	98.9	100.0	96.7	98.9	97.1	95.0
NSF Fellowships	2.7	1.6	1.9	6.4	2.0	3.1	6.6	0.0	3.6	3.5	4.5	1.4
NSF Traineeships	1.8	0.2	0.7	4.5	0.0	1.2	5.4	0.0	0.8	2.5	0.0	0.7
NIH Fellowships	2.3	2.0	0.9	1.1	4.1	0.9	0.8	11.1	0.2	5.0	6.0	1.8
NIH Traineeships	6.3	3.3	2.4	2.0	4.1	1.1	3.2	0.0	0.8	24.4	20.9	8.7
NDEA Fellowships	4.4	2.1	1.5	3.0	4.1	0.7	2.4	0.0	0.3	2.3	1.5	0.4
NDSL Direct Loan	9.5	13.4	4.2	5.6	8.2	1.6	5.6	11.1	2.1	6.2	3.0	2.5
NASA Traineeships	0.2	0.2	0.2	0.6	0.0	0.3	1.8	0.0	0.6	0.3	1.5	0.0
G I Bill	11.2	12.0	2.9	10.7	12.2	2.1	11.9	33.3	1.4	12.1	17.9	2.9
AEC Fellowships	0.4	0.0	NA	0.7	0.0	NA	2.5	0.0	NA	0.8	0.0	NA
Woodrow Wilson Fellowships	0.6	0.5	0.3	0.3	2.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
University Fellowships	18.2	18.0	17.8	20.1	26.5	19.4	17.3	11.1	13.5	15.2	19.4	11.7
Teaching Assistantships	47.4	24.4	41.7	72.7	63.3	66.5	37.1	22.2	37.7	44.5	35.8	28.6
Research Assistantships	33.3	15.7	43.2	64.7	34.7	61.8	63.4	44.4	73.0	47.9	23.9	47.4
Educational Funds of Industry	2.7	2.6	2.6	4.7	8.2	3.5	11.4	11.1	4.0	1.9	3.0	2.0
Other Institutional Funds	7.3	9.5	7.0	4.6	8.2	4.6	4.7	0.0	3.3	6.4	9.0	6.4
Own Earnings	56.0	59.0	33.5	30.8	18.4	16.3	48.0	22.2	22.1	34.5	28.4	21.3
Spouse's Earnings	34.7	22.8	20.2	28.9	6.1	14.3	29.2	22.2	13.8	34.4	26.9	19.8
Family Contribution	14.1	8.1	14.6	10.5	6.1	12.0	8.4	0.0	17.5	13.1	4.5	12.1
Other Loans	10.1	13.3	7.6	5.5	8.2	3.9	6.3	11.1	5.6	7.2	7.5	5.5
Other	4.5	4.9	16.0	3.1	12.2	10.9	3.3	11.1	13.4	3.1	1.5	20.2

TABLE 19. PERCENTAGE OF DOCTORATE RECIPIENTS BY SOURCES OF SUPPORT, BY FIELD, BY RACE; 1978 (con't)

Type of Support	Social Sciences			Humanities			Professional Fields			Education		
	U.S White	U.S Black	Foreign and Other	U.S. White	U.S Black	Foreign and Other	U.S. White	U.S. Black	Foreign and Other	U.S. White	U.S. Black	Foreign and Other
Total Doctorate Recipients	4,695	191	1,262	3,323	80	714	1,010	46	371	5,312	583	1,126
Doctorate Recipients Reporting	4,636	179	1,116	3,286	79	626	1,000	45	355	5,229	568	1,027
Percent of Total Recipients	98.7	93.7	88.4	98.9	98.8	87.7	99.0	97.8	95.7	98.4	97.4	91.2
NSF Fellowships	3.4	1.7	1.9	0.5	0.0	0.5	0.0	2.2	0.6	0.9	1.4	0.3
NSF Traineeships	1.9	1.1	0.7	0.2	0.0	0.0	0.5	0.0	0.3	0.2	0.0	0.2
NIH Fellowships	5.1	5.0	1.6	0.1	0.0	0.2	2.4	4.4	0.6	0.2	0.4	0.3
NIH Traineeships	8.6	8.9	2.7	0.1	0.0	0.2	1.6	2.2	0.8	0.2	0.0	0.1
NDEA Fellowships	5.1	2.8	2.0	12.1	2.5	7.5	3.3	2.2	1.1	1.8	1.8	1.0
NDSL Direct Loan	14.0	17.3	6.6	14.6	22.8	7.8	8.9	15.6	4.5	7.4	12.3	6.6
NASA Traineeships	0.1	0.6	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
G I Bill	11.0	11.7	3.2	8.8	11.4	3.2	15.5	15.6	3.1	11.6	10.9	5.2
AEC Fellowships	*	0.0	NA	0.0	0.0	NA	0.0	0.0	NA	0.0	0.0	NA
Woodrow Wilson Fellowships	0.8	0.6	0.6	2.6	2.5	2.1	0.0	0.0	0.0	2.3	5.1	0.0
University Fellowships	20.1	28.5	23.0	33.2	40.5	33.4	13.6	8.9	24.2	8.6	11.1	10.7
Teaching Assistantships	52.0	30.2	44.2	62.8	38.0	55.6	39.9	22.2	37.2	25.6	16.2	23.2
Research Assistantships	35.8	23.5	33.4	12.1	8.9	10.2	20.8	8.9	26.2	15.4	11.6	16.6
Educational Funds of Industry	1.5	3.9	1.4	1.0	2.5	0.6	5.4	2.2	5.6	2.0	1.6	1.7
Other Institutional Funds	8.2	7.3	11.1	8.6	6.3	9.7	6.8	15.6	6.8	8.4	10.6	8.9
Own Earnings	57.5	51.4	39.5	60.8	58.2	48.2	67.5	62.2	49.9	78.1	69.0	60.9
Spouse's Earnings	34.9	17.3	21.9	38.4	26.6	29.4	40.5	35.6	23.7	35.5	23.9	26.6
Family Contribution	17.6	9.5	16.2	22.4	8.9	15.3	12.3	4.4	17.5	10.0	8.6	14.3
Other Loans	13.5	14.5	10.4	13.3	12.7	11.2	11.0	17.8	11.0	9.7	13.7	10.6
Other	4.6	5.6	17.9	6.8	5.1	15.0	7.8	6.7	22.0	4.0	4.2	16.5

SOURCE: Committee staff analysis, unpublished data, National Research Council, 1978.

* Less than 0.1

TABLE 20. GRADUATE AND PROFESSIONAL OPPORTUNITIES PROGRAM AWARDS, BY RACE: 1978-79 AND 1979-80

Date and Status of Award	Total, All Races	Black	White	Hispanic	Asian	American Indian
1978-79 Recipients						
Number	354	157	93	60	29	15
Percent Distribution	100.0	44.4	26.3	16.9	8.2	4.2
1979-80 Continuation Awards						
Number	303	142	79	50	21	11
Percent of 1978-79 Awards	85.6	90.4	84.9	83.3	72.4	73.3
1979-80 New Recipients						
Number	566	315	131	74	26	20
Percent Distribution	100.0	55.7	23.1	13.1	4.6	3.5
Change in Percent Distribution, 1978-79 to 1979-80	----	+11.3	- 3.2	- 3.8	-3.6	-0.7

Source: Committee staff analysis, unpublished data, DHEW/BHCE, Graduate Training Branch.

NOTES

1. DHEW, Health Resources Administration, The Treatment Practices of Black Physicians, April 1979, p. XI.

2. DHEW, Office for Civil Rights, Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Education, Fall 1976.

   See also Access of Black Americans to Higher Education: How Open is the Door?, (January 1979), report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

3. These proportions were based on an analysis of unpublished OCR enrollment data to calculate the percentages of Black full-time graduate and professional students.

   The need for consistency in data gathering is demonstrated by the fact that OCR's racial figures vary depending on the criteria of each table: e.g., OCR Tables 10 and 17 both enumerate full-time graduate students but Table 10 does not include non-resident aliens, thus distorting the percentage of various racial groups in the entire graduate population.

4. National Research Council, National Academy of Sciences, Doctorate Recipients from United States Universities, Summary Reports 1973-79.

5. David C. Ruffin, The Status of Blacks in Graduate and Professional Education, a report to the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

   Mr. Ruffin uses American Association of Medical Colleges (AAMC) and American Bar Association (ABA) enrollment statistics to substantiate this claim. Ruffin's work constitutes the foundation for the introduction and first part of this report. His paper was part of the research commissioned by the Advisory Committee.

6. The National Research Council, the National Academy of Sciences, and the Bureau of Labor Statistics all forecast a significant downturn in career openings for education and social sciences graduates.

7. This has been predicted by the American Council on Education and the Bureau of Labor Statistics. The National Science Foundation projects declines in academic positions even in science and technological fields.

8. These proportions are based on the AAMC's Fall Enrollment Survey and the Law School Admission Council's Review of Legal Education.

9. Based on Committee staff analysis of AAMC enrollment data, 1972-73 - 1979-80.

10. AAMC, Office of Minority Affairs, 1979-80 Admission Action Summary Reports.

11. Based on an analysis of enrollment data, Law School Admission Council, A Review of Legal Education in the United States - 1979.

12. Based on staff analysis of Medical School Admissions Requirements 1980-81 data. Since 1978-79 was the first year for Morehouse, the total and first-year enrollments are the same for that school.

13. Based on Committee staff analysis of ABA enrollment figures.

14. Ruffin, Ibid.

15. Based on Committee staff analysis of National Research Council data.

16. Figures for white students were 14 percent drop-out rate compared to 21 percent enrolled in college.

17. National Board on Graduate Education, Minority Participation in Graduate Education, page 48.

18. See the Advisory Committee's Access report and Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education, also a report of the Committee.

19. Institute for the Study of Educational Policy, Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment, first annual report, page 68 and Chapter 2 passim.

20. Paul Elliot, "The Medical College Admissions Test," Medical Education: Responses to a Challenge, page 158.

21. Rudolph Cain, "What's Happening to Black Ph.D. Applicants?," Educational Forum (January 1973), pp. 225-228.

22. James Blackwell, In Support of Preferential Admissions and Affirmative Action: Pre-and Post-Bakke Considerations, 1977, pp. 69-70.

23. The following are the sources which the Committee used in formulating its recommendations for this chapter:

    David C. Ruffin, III, The Status of Blacks in Graduate and Professional Education

    National Board on Graduate Education

    -- Doctorate Forecasts

    -- Minority Group Participation in Graduate Education

    Report of the Conference of Deans of Black Graduate Schools, Henry Cobb, ed.

    Institute for the Study of Educational Policy

    -- Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment

    -- Elusive Equality: The Status of Black Americans in Higher Education

National Association for Equal Opportunity in Higher Education Conference proceedings on Graduate Education

-- Van Allen/TACTICS

-- Conrad Snowden/Princeton University

-- Alfred Moye/BHCE

-- Earl Richardson/UMES

-- John Turner/MIT

-- Sharon Bush/Ad hoc Consortium on Minority Graduate Education

-- John Peoples/Jackson State University

-- Sr. Jean Margaret Lynch/Xavier University

-- Samuel Myers/UT-Austin

Carnegie Commission

Medical Education: Responses to a Challenge

-- William Cadbury/Haverford College

-- J. W. Carmichael, Jr./Xavier University

-- Paul Elliot/Florida State

-- Frances French/University of Michigan

-- Charles Ireland/Temple University

-- Dario Prieto/AAMC

Clifton Wharton, Integrated Education

James Blackwell, reports on preferential admissions

Rudolph Cain, Educat'onal Forum

Presentation to Committee of Kent Mommsen

Chronicle of Higher Education

Higher Education Daily

Committee Staff

A P P E N D I X

A. Historically Black Colleges and Universities (HBC's)

B. Newer Predominantly Black Colleges (NPBC's)

C. President's Executive Order on Black Colleges

D. National Advisory Committee on Black Higher Education and Black Colleges and Universities' Membership

E. National Advisory Committee on Black Higher Education and Black Colleges and Universities' Charter

F. National Advisory Committee on Black Higher Education and Black Colleges and Universities' Staff

APPENDIX A

100 Historically Black Colleges and Universities which were still predominantly Black as of Fall 1978, by State*

	Level/Highest Offering [1]	Control
Northeast		
Pennsylvania (2)		
Cheyney State College, Cheyney 19319	M	Public
Lincoln University, Lincoln University 19352	M	Public
North Central		
Ohio (2)		
Central State University, Wilberforce 45384	B	Public
Wilberforce University, Wilberforce 45384	B	Private
South		
Alabama (12)		
Alabama A&M University, Normal 35762	M+	Public
Alabama Lutheran Academy and College,[2] Selma 36701	2	Private
Alabama State University, Montgomery 36101	M+	Public
Lawson State Community College, Birmingham 35221	2	Public
Lomax-Hannon Junior College, Greenville 36037	2	Private
Miles College, Birmingham 35208	B	Private
Oakwood College, Huntsville 35806	B	Private
S.D. Bishop State Junior College, Mobile 36603	2	Public
Selma University[3] Selma 36701	B	Private
Stillman College, Tuscaloosa 35401	B	Private
Talladega College, Talladega 35160	B	Private
Tuskegee Institute, Tuskegee Institute 36088	M,P	Private
Arkansas (4)		
Arkansas Baptist College[2] Little Rock 72202	B	Private
Philander Smith College, Little Rock 72203	B	Private
Shorter College, Little Rock 72114	2	Private
University of Arkansas at Pine Bluff, Pine Bluff 71601	B	Public
Delaware		
Delaware State College, Dover 19901	B	Public

	Level/Highest Offering	Control
SOUTH (Con't)		
District of Columbia (1)		
Howard University, Washington, D.C. 20059	P,D	Private
Florida (4)		
Bethune-Cookman College, Daytona Beach 32015	B	Private
Edward Waters College, Jacksonville 32209	B	Private
Florida A&M University, Tallahassee 32307	M	Public
Florida Memorial College, Miami 33054	B	Private
Georgia (10)		
Albany State College, Albany 31705	B	Public
Atlanta University, Atlanta 30314	D	Private
Clark College, Atlanta 30314	B	Private
Fort Valley State College, Fort Valley 31030	M	Public
Interdenominational Theological Center, Atlanta 30314	P,D	Private
Morehouse College, Atlanta 30314	B	Private
Morris Brown College, Atlanta 30314	B	Private
Paine College, Augusta 30901	B	Private
Savannah State College, Savannah 31404	M	Public
Spelman College, Atlanta 30314	B	Private
Kentucky (1)		
Kentucky State University, Frankfort 40601	M	Public
Louisiana (6)		
Dillard University, New Orleans 70122	B	Private
Grambling State University, Grambling 71245	M	Public
Southern University A&M College, Baton Rouge 70813	M,P	Public
Southern University in New Orleans, New Orleans 70126	B	Public
Southern University Shreveport-Bossier, Community Campus, Shreveport, 71107	2	Public
Xavier University of Louisiana, New Orleans 70125	M	Private
Maryland (4)		
Bowie State College, Bowie 20715	M	Public
Coppin State College, Baltimore 21216	M	Public
Morgan State University, Baltimore 21239	D	Public
University of Maryland-Eastern Shore, Princess Ann 21853	M	Public

	Level/Highest Offering	Control
SOUTH (Con't)		
Mississippi (11)		
Alcorn State University, Lorman 39096	M	Public
Coahoma Junior College, Clarksdale 38614	2	Public
Jackson State University, Jackson 39217	M+	Public
Mary Holmes College, West Point 39773	2	Private
Mississippi Industrial College,[2] Holly Springs 38635	B	Private
Mississippi Valley State University, Itta Bena 38941	M	Public
Natchez Junior College, Natchez 39120[3]	2	Private
Prentiss Normal and Industrial Institute, Prentiss 39474	2	Private
Rust College, Holly Springs 38635	B	Private
Tougaloo College, Tougaloo 39174	B	Private
Utica Junior College, Utica 39175	2	Public
North Carolina (11)		
Barber-Scotia College, Concord 28025	B	Private
Bennett College, Columbia 27420	B	Private
Elizabeth City State University, Elizabeth City 27909	B	Public
Fayetteville State University, Fayetteville 28301	B	Public
Johnson C. Smith University, Charlotte 28216	B	Private
Livingstone College, Salisbury 28144	B,P	Private
North Carolina A&T State University, Greensboro 27411	M+	Public
North Carolina Central University, Durham 27707	M,P	Public
Shaw University, Raleigh 27611	B	Private
St. Augustine's College, Raleigh 27611	B	Private
Winston-Salem State University, Winston Salem 27102	B	Public
Oklahoma (1)		
Langston University, Langston 73050	B	Public
South Carolina (8)		
Allen University, Columbia 29204	B	Private
Benedict College, Columbia 29204	B	Private
Claflin College, Orangeburg 29115	B	Private
Clinton Junior College,[2] Rock Hill 29730	2	Private
Friendship Junior College,[3] Rock Hill 29730	2	Private
Morris College, Sumter 29150	B	Private
South Carolina State College, Orangeburg 29117	M	Public
Voorhees College, Denmark 29042	B	Private

	Level/Highest Offering	Control
SOUTH (Con't)		
Tennessee (7)		
Fisk University, Nashville 37203	M	Private
Knoxville College, Knoxville 37921	B	Private
Lane College, Jackson 38301	B	Private
LeMoyne Owen College, Memphis 38126	B	Private
Meharry Medical College, Nashville 37208	P,D	Private
Morristown College, Morristown 37814	2	Private
Tennessee State University, Nashville 37203	M+	Public
Texas (9)		
Bishop College, Dallas 75241	B	Private
Huston-Tillotson College, Austin 78702	B	Private
Jarvis Christian College, Hawkins 75765	B	Private
Paul Quinn College, Waco 76704	B	Private
Prairie View A&M University, Prairie View 77445	M+	Public
Southwestern Christian College, Terrell 75160	2	Private
Texas College, Tyler 75702	B	Private
Texas Southern University, Houston 77004	P,D	Public
Wiley College, Marshall 75670	B	Private
Virginia (6)		
Hampton Institute, Hampton 23668	M	Private
Norfolk State College, Norfolk 23504	M	Public
St. Paul's College, Lawrenceville 23868	B	Private
Virginia College, Lynchburg 24501	2	Private
Virginia State College, Petersburg 23803	M	Public
Virginia Union University, Richmond 23220	P	Private
WEST		
None		

1/ Level/Highest Offering:

2 = 2 but less than 4 years
B = 4 or 5 years Baccalaureate
P = First Professional
M = Master's
M+ = Master's
D = Doctorate

2/ Pre-accredited

3/ Neither accredited nor a candidate

* This listing of HBC's only includes those institutions that were still predominantly Black in fall 1978 and for which data are available for inclusion in the Committee's reports. Therefore, the list does not include Simmons University/ Bible College (KY) for which no data are available; and Bluefield State College (WV), West Virginia State College (WV) and LIncoln University (MO) which are historically Black institutions but are currently (as of Fall 1978) predominantly white. Daniel Payne College (AL) and D.C. Teacher's College (WDC) were shown on earlier lists but are omitted here-the former has closed and the latter has been incorporated within the University of the District of Columbia.

APPENDIX B

A Listing of Newer Predominantly Black Colleges (NPBC's)
from the
National Advisory Committee on Black Higher Education Black Colleges and Universities

This is the most current listing of newer predominantly Black colleges (NPBC's) available. It is based on Fall 1978 enrollment figures. Both the total and full-time enrollments at the schools listed were over 50% Black, thus qualifying it as an NPBC based on criteria set forth by the Committee.

The previous listing released by the Committee was based on Fall 1976 enrollment data. Five of the institutions in the 1976 list were deleted (3 have either closed or currently enroll no students; the other 2 are still open but currently are predominantly white). Twenty-four institutions have been added and the University of the District of Columbia was formed through a 1977 merger of Washington Technical Institute, Federal City College, and D.C. Teacher's College.

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION / NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
NORTHEAST					
Massachusetts (1)					
Roxbury Community College[1/]	Roxbury 02119	2	Public	58.8	57.4
New Jersey (1)					
Essex County College	Newark 07102	2	Public	70.1	71.0
New York (8)					
City University of New York					
Manhattan Community College	New York City 10019	2	Public	52.3	53.4
Bronx Community College	Bronx 10453	2	Public	52.1	51.3
Medger Evers	Brooklyn 11225	4	Public	87.0	87.0
York College	Jamaica 11451	4	Public	56.1	54.3
College for Human Services	New York City 10014	2	Private	64.6	64.6
Interboro Institute	New York City 10003	2	Proprietary	50.8	50.8
Taylor Business Institute	New York City 10036	2	Proprietary	51.0	51.0
Wadhams Hall Seminary College	Ogdensburg 13669	4	Private	88.0	88.0
Pennsylvania (1)					
Community College of Philadelphia	Philadelphia 19107	2	Public	61.6	61.3
NORTH CENTRAL					
Illinois (10)					
Central YMCA Community College	Chicago 60606	2	Private	69.0	71.9
Chicago Conservatory College	Chicago 60605	M	Private	58.2	57.9
Chicago State University	Chicago 60628	M	Public	74.2	84.2
City Colleges of Chicago					
Kennedy-King	Chicago 60621	2	Public	97.8	98.2
Loop	Chicago 60601	2	Public	64.1	73.1
Malcolm X	Chicago 60612	2	Public	89.9	91.6
Olive-Harvey	Chicago 60628	2	Public	93.4	93.2

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
NORTHCENTRAL (con't)					
Illinois (con't)					
Daniel Hale Williams University[1/]	Chicago 60644	4	Private	96.6	98.1
National College of Education, Urban Campus	Chicago 60603	M	Private	60.6	61.3
State Community College	East St. Louis 62201	2	Public	95.2	97.2
Kansas (1)					
Donnelly College	Kansas City 66102	2	Private	54.6	55.7
Michigan (4)					
Highland Park Community College	Highland Park 48263	2	Public	94.1	94.6
Lewis Business College	Detroit 48235	2	Private	87.3	86.9
Shaw College at Detroit[1/]	Detroit 48202	4	Private	99.3	99.4
Wayne County Community College	Detroit 48201	2	Public	63.4	74.0
Missouri (3)					
Harris Stowe College	St. Louis 63103	4	Public	75.1	78.6
Pioneer Community College[1/]	Kansas City 64111	2	Public	66.0	59.3
St. Louis Community College, Forest Park	St. Louis 63110	2	Public	54.0	57.7
Ohio (2)					
Cuyahoga Community College, Metro Campus	Cleveland 44115	2	Public	60.1	66.6
Payne Theological Seminary[1/]	Wilberforce 45384	P	Private	87.0	85.0

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION / NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
SOUTH					
Alabama (3)					
Booker T. Washington Business College[1/]	Birmingham 35203	2	Proprietary	100.0	100.0
Southern Business College[1/]	Birmingham 35203	2	Proprietary	69.9	70.0
Southern Vocational College[2/]	Tuskegee 36083	2	Private	96.4	96.5
Arkansas (1)					
Capitol City Business College[1/]	Little Rock 72204	2	Proprietary	53.6	54.6
District of Columbia (2)					
Strayer College[1/]	Washington, D.C. 20005	4	Proprietary	72.8	74.0
University of the District of Columbia	Washington, D.C. 20008	M	Public	84.4	84.6
Georgia (1)					
Atlanta Junior College	Atlanta 30310	2	Private	87.5	87.6
Maryland (1)					
Community College of Baltimore	Baltimore 21215	2	Public	78.0	80.7
Mississippi (1)					
Ministerial Institute and College[2/]	West Point 39773	2	Private	100.0	100.0
North Carolina (7)					
Durham College[1/]	Durham 27707	2	Private	100.0	100.0
Hamilton College	Charlotte 28202	2	Proprietary	67.5	68.2
Jefferson College	Greensboro 27420	2	Proprietary	60.5	61.1
Kings College-Raleigh	Raleigh 27601	2	Private	52.6	53.3
Lafayette College	Fayetteville 28301	2	Proprietary	59.3	58.7
Roanoke-Chowan Technical Institute	Ahoskie 27910	2	Public	61.0	65.7
Vance-Granville Community College	Henderson 27536	2	Public	50.4	56.0
South Carolina (5)					
Beaufort Technical Education Center[1/]	Beaufort 29902	2	Public	51.6	54.7

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
REGION					
SOUTH (con't)					
South Carolina (Con't)					
Columbia Commercial College	Columbia 29201	2	Proprietary	65.5	93.1
Denmark Technical Education Center 1/	Denmark 29042	2	Public	95.0	94.9
Rice College 1/	North Charleston	?	Proprietary	59.3	55.0
Williamsburg Technical Education Center	Kingstree 29556	2	Public	61.7	63.7
Tennessee (4)					
American Baptist Theological Seminary	Nashville 37207	4	Private	84.0	82.6
Draughon's College	Memphis 38116	2	Proprietary	54.5	55.2
Draughon's Junior College of Business	Nashville 37919	2	Proprietary	60.2	62.8
Shelby State Community College	Memphis 38104	2	Public	64.1	81.4
WEST					
California (3)					
Compton Community College	Compton 90221	2	Public	76.9	69.6
Los Angeles Southwest College	Los Angeles 90047	2	Public	95.9	93.7
Los Angeles Trade-Technical College	Los Angeles 90015	2	Public	53.8	55.6
OUTLYING AREAS					
Virgin Islands (1)					
College of the Virgin Islands	St. Thomas 00801	M	Public	74.9	60.4

1/ Pre-accredited

2/ Neither accredited nor a candidate

APPENDIX C

FOR IMMEDIATE RELEASE JANUARY 17, 1979

Office of the White House Press Secretary

THE WHITE HOUSE

MEMORANDUM FOR THE HEADS OF

EXECUTIVE DEPARTMENTS AND AGENCIES

The approximately one hundred historically black colleges of this Nation have played and continue to play a unique and important role in providing educational opportunities to many thousands of students. They have done so in the past when there were no other avenues open to the overwhelming majority of black students. They do so now by continuing to provide special opportunities for students of all races.

The continuing importance of historically black colleges and universities, not only to students but also to this Nation's social, economic and educational life, cannot be over-estimated. This Administration is committed to enhancing their strength and prosperity.

In moving toward this goal the Department of Health, Education, and Welfare criteria call for efforts to strengthen the historically black public institutions through increased financial support, new and expanded programs, and the elimination of educationally unnecessary program duplication between them and their traditional white counterparts. These efforts are required to ensure that the historically black colleges are able to participate fully in the educational and social progress of our Nation.

I have repeatedly expressed my hope that the historically black colleges will be stronger when I leave office than when my Administration began. I am asking today that you personally join with me in meeting this objective by initiating and overseeing the following actions:

- Conduct a thorough review of the operations within your department or agency to ensure that historically black institutions are being given a fair opportunity to participate in Federal grant and contract programs. Ensure that an affirmative effort is made to inform black colleges of the opportunity to apply and compete for grants and contracts. Particular attention should be given to identifying and eliminating unintended barriers that may have resulted in reduced participation in and benefits from Federal programs by these colleges.

- Identify areas where historically black institutions can participate more effectively in your Department's activities. Consider, for example, small research contracts or grants which can be let without competition, and new or existing cooperative education programs which facilitate minority student access to Federal employment.

more

(OVER)

- Where appropriate, establish goals and timetables for increased participation of historically black colleges in the activities of your department or agency. These goals should reflect targets for increased expenditures beyond your fiscal 1978 levels.

- Establish a forum for continuing consultation with representatives from the historically black colleges and universities. Plan visits and other efforts to familiarize appropriate staff in your agency with the unique and indispensable resources at black colleges.

- Appoint a high-level liaison person to oversee these activities.

I am asking Louis Martin, my special assistant, in cooperation with the Secretary of Health, Education, and Welfare, to monitor the implementation of this directive government-wide. I personally plan to review periodically progress made toward increasing access of historically black colleges to all Federal agencies.

In a separate communication, I have asked that Secretary Califano resume publication of the Federal Interagency Committee on Education's annual report on patterns of Federal funding for historically black colleges.

I want to be certain that this Administration's strong commitment to the Nation's historically black colleges and the contents of this directive are thoroughly understood by everyone. Please be certain that copies of this directive are circulated to all appropriate individuals within your department or agency.

JIMMY CARTER

# # # #

100

APPENDIX D

PREVIOUS ADVISORY COMMITTEE MEMBERS

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

MEMBERSHIP

Dr. Elias Blake, Chairperson
President
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Dr. Laura Bornholdt
Vice President for Education
The Lilly Endowment, Inc.
2801 North Meridian Street
Inaianapolis, Indiana 46208

Dr. William C. Brown
Director
Institute for Higher Educational Oportunity
Southern Regional Education Board
130 6th Street, N.W.
Atlanta, Georgia 30313

Dr. Nolen M. Ellison
District Chancellor
Cuyahoga Community College
Cleveland, Ohio 44115

Dr. Luther H. Foster
President
Tuskegee Institute
Tuskegee Institute, Alabama 36088

Dr. Andrew Goodrich
Director, Educational Assistance Program
Box 4383 - Room 1234 SEO
University of Illinois at Chicago Circle
Chicago, Illinois 60680

Dr. Bertha G. Holliday
Assistant Professor
George Peabody College of Vanderbilt University
Campus Box 319
Nashville, Tennessee 37203

(One Vacancy)

Dr. Charles A. Lyons
Chancellor
Fayetteville State University
Fayetteville, North Carolina 28301

Dr. Paul W. Murrill
Chancellor
Louisiana State University at Baton Rouge
Baton Rouge, Louisiana 70803

Dr. Henry Ponder
President
Benedict College
Columbia, South Carolina 29204

Dr. Gloria Scott
Vice President
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Dr. Herman B. Smith, Jr.
Chancellor
The University of Arkansas at Pine Bluff
Pine Bluff, Arkansas 71601

Mrs. Cecile M. Springer*
Director, Contributions & CommunityAffairs
Westinghouse Electric Corporation
Westinghouse Building
Gateway Center
Pittsburgh, Pennsylvania 15222

Dr. Kenneth Tollett
Director
Institute for the Study of Educational Policy
Howard University - Dunbarton Campus
Washington, D.C. 20008

Dr. E. T. York*
Chancellor
State University System of Florida
107 West Gaines Street
Tallahassee, Florida 32304

*Mrs. Cecile M. Springer was appointed March 1979.

MEMBERSHIP, AS OF 9/80

Dr. Elias Blake, Jr.
President
Clark College
240 Chestnut Street, S.W.
Atlanta, GA 30314

Dr. Laura Bornholdt
Vice President for Education
The Lilly Endowment, Inc.
2801 North Meridian Street
Indianapolis, IN 46208

Mr. William K. Coblentz
Attorney-at-Law
Jacobs, Sills and Coblentz
Bank of America Center, Suite 3100
555 California Street
San Francisco, CA 94104

Dr. Judith Eaton
President
Clark Community College
3200 East Cheyenne Avenue
North Las Vegas, NV 89030

Dr. Luther Foster
President
Tuskegee Institute
Tuskegee Institue, AL 36088

Dr. Frederick S. Humphries
President
Tennessee State University
3500 Centennial Boulevard
Nashville, TN 37203

Dr. Charles A. Lyons
Chancellor
Fayetteville State University
Fayetteville, NC 28301

Dr. Albert E. Manley
President Emeritus/Spelman College
Howard University
Holy Cross Building Room 429
2935 Upton Street, N.W.
Washington, D.C. 20008

Dr. Shirley M. McBay
Dean for Student Affairs
Massachusetts Institute of Technology
77 Massachusetts Avenue, 7-133
Cambridge, MA 02139

Mrs. Dorothy J. Orr
Vice President
Equitable Life Assurance Society
1285 Avenue of the Americas
Area 22K
New York, NY 10019

Dr. John A. Peoples, Jr.
President
Jackson State University
Jackson, MS 39217

Dr. Madelon D. Stent
Professor
City College of the City University
of New York
138 Convent Avenue
New York, NY 10031

Ms. Connie D. Sutton
Vice President for Programs
American Association of Community
and Junior Colleges
One Dupont Circle
Suite 410
Washington, D.C. 20036

Dr. Kenneth Tollett
Director
Institute for the Study of Educational
Policy
Howard University - Dunbarton Campus
Washington, D.C. 20008

Dr. Bruce E. Williams
Assistant Director
The Rockefeller Foundation
1133 Avenue of the Americas
New York, NY 10036

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

APPENDIX E

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his/her responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Education, and the Assistant Secretary for Postsecondary Education. The Committee examines all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular advises and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a long-range plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee consists of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years, subject to the renewal of the Committee. The Secretary designates one of the fifteen (15) members as the Chairperson. Members are persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services are provided by the Program Delegate to the Committee who is appointed by the Assistant Secretary for Postsecondary Education.

MEETINGS

The Committee meets not less than four times each year with the advance approval of the Secretary or designee. The Secretary or designee approves the agenda for each meeting. Meetings are open to the public except as may be determined otherwise by the Secretary. Public notice is made of all Committee meetings, and a Federal official is present at all meetings. Meetings are conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is $130,000. Estimated person-years of staff support is ten at an estimated cost of $210,000.

REPORTS

The Committee submits to the Congress on or before June 30 of each year an annual report which contains as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress.

A copy of the annual report is provided to the Committee Management Officer.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations to the Department of Education throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities terminates June 30, 1982.

APPROVED:

June 19, 1980
Date

Steven A Minter
Acting Secretary

APPENDIX F

COMMITTEE STAFF

Program Delegate

Carol J. Smith

Consultants

Alfred L. Cooke
Linda J. Lambert

Support Staff

Linda E. Byrd-Johnson
Mae H. Carter
Ozaree L. Lee
J. Christopher Lehner, Jr.
Patricia S. Lucas
Mary L. Nails
Edwina P. Robinson
Robin A. Turner
Cecelia A. Wisdom

U.S. GOVERNMENT PRINTING OFFICE 1981-0- 725-490/972